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EDUCATION MANUAL

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# *Spoken German*

*Basic Course—Units 1-12*

by

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and

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*Reprinted for*

THE UNITED STATES ARMED FORCES INSTITUTE

THE LINGUISTIC SOCIETY OF AMERICA AND THE INTENSIVE LANGUAGE PROGRAM  
AMERICAN COUNCIL OF LEARNED SOCIETIES

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## GENERAL FOREWORD

This is one of a series of self-teaching textbooks in more than thirty languages initially prepared and published for the Armed Forces and now offered to the general public. Like every other book in the series, it is the product of team-work between numerous collaborators. The authors of the various books have conformed throughout to the patterns developed by the experience of the group.

A brief review of the origin and growth of the program to produce these texts will not only be of general interest in itself but will also provide some indications of the manner in which they may be most efficiently used as well as some of the limitations of their employment.

Early in 1942, within a month of Pearl Harbor, the Joint Army and Navy Committee on Welfare and Recreation began consideration of the means whereby large numbers of troops might be instructed in the colloquial forms of the numerous languages spoken in the areas in which they were likely to be employed. A survey of materials already available for such instruc-

tion confirmed their suspected inadequacy. Many of the pertinent languages had never been taught in the United States; few of them had ever been studied or described by competent linguists. Only the unusual textbook was designed to teach the spoken forms to linguistically untrained students, and even when a book was available, it was, as often as not, written in French, German, or Dutch, or for some other reason, not susceptible of general use. Consequently, the first necessity was a program of basic implementation which would provide materials, as nearly uniform throughout the various idioms as practicable, for elementary teaching of spoken language to Americans without special linguistic training or, indeed, aptitude. The form of the materials had to be such that they could be used for self-instruction in situations where no competent teachers were available.

There had been little study of most of these languages in America. But the Army and Navy fortunately did not have to start completely from scratch, for several

months previously the American Council of Learned Societies had organized its Intensive Language Program for the purpose of developing teachers, teaching materials, and instruction in all languages not normally taught in the United States, yet likely to be necessary in the war effort. Most of the competent technical linguists in the country were gradually being absorbed into this Intensive Language Program through their membership in the Linguistic Society of America, that constituent of the Council most concerned with this subject-matter. The Joint Army-Navy Committee drew the Intensive Language Program into its deliberations and planned a development of language instruction for the Armed Forces. Responsibility for the prosecution of this development was entrusted to the Army Education Branch of what is now the Information and Education Division, A.S.F., functioning through its subsidiaries, the Language Section and the Editorial Staff of the United States Armed Forces Institute. These in turn called upon the Intensive Language Program of the Council for coöperation in the production of materials, a coöperation which has since been so intimate that it is impossible to tell what proportion of any single operation is the responsibility of each.

The series of more than thirty language textbooks

is one result of this coöperative effort. Each textbook is designed to provide materials for approximately the first two hundred hours of language study. It is divided into thirty learning units, the first twelve of which are accompanied by twenty-four double faced recordings of the foreign language material contained in them. Mastery of the thirty units will give the student not only a sufficient general vocabulary to perform all the language operations necessary for everyday life but enough skill in the manipulation of this vocabulary to provide adequate control of it. It is with respect to this latter—manipulation of the elements known—that most language instruction is weak. While the primary emphasis is upon the spoken tongue, the student should have begun reading well before the conclusion of the thirtieth unit, normally probably at about the twelfth, excepting in those cases where the spoken and the written forms are widely divergent.

The group responsible for the creation of this series believes that ideally one learns a foreign language most efficiently when taught intensively by a bi-lingual trained technical linguist while resident in the country to which the language is native. Since this happy state of affairs hardly ever exists, in practice recourse must be had to various successive approximations to it.

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approximations in which one or more of the desirable elements is attenuated or entirely wanting. This present series—text and records—is designed to be useful at the very lowest level of language learning, that is to say to the single student working by himself. In this case, the text takes the place of the trained linguist, and the records double for the native-speaker. Naturally, better results are obtained when, either in individual or classroom work, a native-speaker is available and utilized as the texts direct. Here the text takes the place of the trained linguist; the records are still very valuable but not absolutely essential. These latter are the conditions under which the series has most commonly been successfully used. So on for successive approximations to the ideal, and even when this is reached, the selected materials and the pedagogic devices provided by these texts will be useful.

Prosecution of the war created the need for these materials to teach *spoken* language. Perhaps it is not to be assumed that under peacetime conditions the demand for speaking, as against reading or writing, competence will be of the same order. Fortunately the several competences are not incompatible; indeed, a very substantial body of proof exists that the acquisition of spoken competence in a foreign language is the most

efficient first step towards the others. In addition there seems reason to believe that the second-half of the twentieth century will see much increased concern for instruction in *speaking* foreign languages, not only as the road to *reading* them but because the acquisition and the possession of colloquial control of a language not one's own is a humanistic educational experience in its own right not requiring justification by other criteria, because properly taught it is the most easily acquired of the several competences, because the multitude of foreign language broadcasts will dispose of the alleged uselessness of teaching spoken language to students who will never visit the countries in question, and because many more Americans than ever before will exercise their trades and professions abroad.

The coöperative nature of this enterprise can hardly be over-emphasized; not only has practically every listed author coöperated in the production of elements of the series other than his own, but also many of the most valued collaborators do not appear as authors at all. Linguistic scientists provided the descriptive analyses of the several languages; professional language teachers furnished pedagogical devices; specialists in education assisted in ordering the materials in accordance with the best principles of learning; printers, editors, and

textbook designers contributed their specialized competences; technicians in the recording of sound made possible success in the exceedingly exacting operation of keying the records to the printed texts. Under such conditions it would seem almost invidious to cite the names of those collaborators, in addition to authors, whose contributions are more readily identifiable than those of others. Yet for the sake of the record, perhaps this should be done. The Intensive Language Program of the American Council of Learned Societies, without which this series would not have been possible or would have been of completely different character, owes its existence to Mortimer Graves, Administrative Secretary of the Council. Colonel Francis T. Spaulding, Chief of the Army Education Branch above referred to, saw the implications of teaching language to American troops and assumed the responsibility for developing a program to this end. The detailed planning and construction of the series now presented owes more to Major (then Lieutenant) Henry Lee Smith, Jr., Chief of the Language Section in the Education Branch than to anyone else. Constant liaison with the Intensive Language Program was maintained through J. Milton Cowan, its director during the preparation of the series.

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William E. Spaulding directed the Editorial Staff of the United States Armed Forces Institute. The dean of American linguistic scientists, Leonard Bloomfield of Yale University, gave unstintingly in many ways—ways as difficult to appreciate too highly as they are to describe succinctly. Almost the same may be said of Lt. Morris Swadesh, Lt. Charles Hockett, Robert A. Hall, Jr., Norman A. McQuown, Doris Goss: José Padín, and others who served from time to time on a special advisory and editorial board.

The series is offered in the hope that it may modestly conduce to the improvement of teaching the speaking of foreign languages to Americans. The authors make no claim to perfection, indeed they are rather appalled at the task which they set themselves, and their pride in completing it under the existent conditions is tinged with humility at the thought of the imperfections which must sooner or later come to light. But through the discovery of these imperfections will come progress, and nobody will be more greatly pleased than the collaborators on this enterprise if, a decade from now, the teaching of spoken foreign languages in America shall have reached such a developed stage that their first efforts will seem obsolete.



## AUTHORS' PREFACE

When the authors were asked to write the present book,\* and were told the general plan to be followed, they accepted with delight. Here was a full-blown scheme for teaching students actually to *speak* a foreign language. Most German books, admirable as many of them are, do not have this end in view. They are, as their usual name implies, "grammar" books. They

\*The original request was made to me, and the book started out as a one-man job. I worked out the material, put it into as final a form as I could, and then submitted it to J. K. M. for corrections and improvements. Units 1-10 were largely written in this way. Beginning with Unit 11, however, the work became definitely a coöperative venture. I continued to do the grammatical parts and the exercises, but the remainder of the material was written jointly. Usually I would set the subject of a unit and the grammatical topics to be covered, J. K. M. would write a first draft of the *Basic Sentences* and the *Listening In* conversations, I would pare them down to keep them within necessary limits, and then we would work out the final version together. As a result, the units from 11 on are probably better than the earlier ones, certainly more interesting. Those who know J. K. M. will recognize her light touch on nearly every page.

If this book had a dedication, it would be to her. As it is, I can only express my gratitude, quite inadequately, in this little footnote.—W. G. M.

provide the student with building blocks (vocabulary), give him directions as to how to put them together (grammar), and then tell him to go ahead and start building (writing out sentences). The written results are often remarkably good, but the student is still unable to *speak* the language. The reason is, of course, that we learn a language not by following directions, but by constantly imitating what we hear others say. Trite as it may sound, the only way to learn to speak is to speak.

The plan of the present book, as laid down by the editors (the authors can claim none of the credit for it), therefore places all its emphasis on *speaking*, particularly on *imitating what a native speaker says*. Grammar is included, of course; it would be ridiculous not to help a student in his learning by showing him how words, phrases, and sentences are put together. But grammar is no longer an aim in itself. It is included only to help the student in memorizing what he hears, and to show him how the things he has memorized can be varied.

Because this book was written for a specific purpose

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—to enable members of the Armed Forces to learn German, without a teacher, during off-duty time—it contains many things that would not appear in a book written for the classroom situation. Such rather jazzy terms as “Word Study” for *grammar*, “What Would You Say?” for *exercise*, and “Finder List” for *vocabulary* were prescribed by the editors. “Forms 1, 2, 3, and 4” were used because there seemed to be no good reason for inflicting the cumbersome terms *nominative*, *accusative*, *dative*, and *genitive* on G.I. Joe. Other innovations, such as the ordering of the cases and genders, the rejection of the confusing terms *masculine*, *feminine*, and *neuter* (“How can a chair be masculine, and a door feminine?”), and the distinction between tenses and verbal phrases, were made out of honest conviction.

In adapting this book to classroom use, the experienced teacher will of course make numerous modifications of the directions which the editors have put in to guide soldier-students working by themselves. But all the basic principles should be followed. The students should meet in small groups (never over ten) with a native speaker; they should imitate him as he reads the *Basic Sentences*; and they should then thoroughly memorize the *Basic Sentences*, with the help of the *Word Study* section. Once these sentences have been memorized

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(and the importance of complete memorization, over-learning, can hardly be too strongly stressed), the best way to drill on them is perhaps by the question-and-answer method. The teacher asks questions on what happens in the little stories presented (innumerable such questions can be made up), and the student answers. The same procedure can be followed with the *Listening In* conversations, though not until they have first been presented in the way the editors' directions indicate. If grammar discussions are held, they must absolutely be limited to a small proportion of the total class time. The authors have followed the practice of dividing the students into small groups that meet with native speakers in drill sessions, and then bringing them all together for occasional grammar hours. Beginning with Unit 7, the teacher may want to pay some attention to writing, particularly by giving frequent dictations. (This can be done when all the groups meet together.) But he should remember that even though he may make good German speakers out of some of his students, he will never make good German writers out of any of them.

Since this book was a coöperative project, there was bound to be some disagreement between the editors and the authors. When the text of units 1–12 was put

onto phonograph records, the editors obviously had to cut it here and pad it there, so as to fill out each record properly. This accounts for a few irregularities, such as the translation of *bitte* as 'beg' in Unit 1, or the omission of *billig* in Unit 8. The pronunciation of *gibt* in Unit 3 was changed from [gihpt] to [gipt] to conform with that of the speaker on the records. Only on one point was there real disagreement. In the breakdowns of full sentences, the editors, in conformity with the practice adopted for such courses in all languages, followed the principle of presenting all new words exactly as they would appear in the following full sentence. Hence in Unit 3 they had the speaker say: *Polizisten — Wir wollen den Polizisten dort fragen*; or in Unit 10: *munderbares — Heute ist munderbares Wetter*. With this the authors are in violent disagreement. They believe that all nouns should be presented first

in the nominative, with the article: *der Polizist — Wir wollen den Polizisten dort fragen*; and that all adjectives should be presented first without ending: *munderbar — Heute ist munderbares Wetter*. If the teacher agrees with the authors, he can easily make the slight changes that are necessary. From Unit 13 on, the authors had a free hand, and bear all responsibility.

Anyone who writes a German book for beginners owes a great debt of gratitude to his many predecessors in the field. Conscious borrowings in the treatment of German grammar have been made from Leonard Bloomfield, *First German Book* (The Century Co.), New York and London, 1928. Unconscious borrowings have probably been made from many books that every German teacher is familiar with.

*Providence and Washington,*  
*September 3, 1944.*

J. K. M.  
W. G. M.

# *Book One*

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## INTRODUCTION

**1. What We Are Trying to Do.** This course in spoken German is designed as a general introduction to the German language. It contains all the essential grammatical materials for learning to speak everyday German, and its vocabulary, though small, is built around a number of the most useful common situations and current topics. It is based on the principle that you must *hear* a language if you are to understand it when spoken, and that you must practice speaking it in order to master its sounds and its forms.

A teacher of German will not always be available for those for whom this book is written. So the course has been made as nearly self-teaching as possible. This manual covers the course completely and requires the use of no other reference material. It explains in detail, step by step, how the work is to proceed, and sets the stage for the listening and talking which you are to do.

**2. The German Language** is spoken by about 80 million people in Germany, Austria and parts of Switzerland and Czechoslovakia. There are also small islands of German-speaking peoples scattered through central and eastern European countries including fairly

large groups within the U. S. S. R., such as the Volga Germans. German is widely taught and there are many people outside of the above mentioned areas who understand or use it as a second language.

Variations in language are perfectly natural and are found in every language in the world. When these variations are small they are nothing to worry about. All the people you meet in Germany will understand the kind of German presented in this manual, and a great many of them, especially in the larger towns and cities and among the fairly well educated, will speak it exactly as you find it here. The people in the country areas and even some of the people in the cities may, however, speak a slightly different kind of German. So do not be surprised if the pronunciation you hear does not quite match what is given to you in this manual or what you hear in this course. Imitate the person with whom you are speaking. He, in turn, will do his best to pronounce so that he can be understood. Likewise, do not be surprised at the use of gestures; they are a normal accompaniment to the language; use the gestures yourself, if you can imitate them.

**3. How to Use This Manual.** To help you in learning to speak German, this course makes use of two tools: a native speaker of the language, and this book. The two must be used together, as neither one is of any use without the other.

This manual has been so organized that it can be used to study by yourself or in a group. The group may or may not have a regular teacher; if you have no regular teacher choose one of your own number (called the *Group Leader*) to lead the others and to direct their work.

**4. A Native Speaker** is the only good source of first-hand knowledge of the pronunciation and usage of any language. The method used in this manual requires the use of a native speaker of German, preferably a person who can be on hand through the course, or next best the voice of a native speaker recorded on phonograph records which are supplied with this manual. But even when a native speaker is present during the course, the records can always be used for additional study. The native speaker of German is referred to as the Guide; if you can get a Guide, use him as a source of information throughout the course. The Guide's job is to act as a model for you to imitate, and as a check on your pronunciation; it is *not* his business to be a teacher or to "explain" the language to you. The Guide should be, if possible, a person who speaks more or less the type of German found in this manual, not merely the dialect of a particular region; but he should speak

this type of German naturally and without affectation. He should be neither overeducated nor too uncultured.

**5. The Book** is divided into five major parts, each containing five *learning units* and one unit devoted to review. Each unit contains several sections, usually the following:

- A. Basic Sentences (with Hints on Pronunciation, in Parts I and II, Hints on Spelling, in Part II.
- B. Word Study and Review of Basic Sentences
- C. Review of Basic Sentences (Cont.)
- D. Listening In
- E. Conversation
- F. Conversation (Cont.)

These six sections are followed in each learning unit by a Finder List containing all the new words in the particular unit. At the end of the Manual are included a summary of all word study material as well as supplementary word lists. All the words in the manual are included in two complete vocabularies, German-English and English-German.

**6. The Basic Sentences** in each unit are arranged so as to give you a number of new words and a number of new ways of saying things; first broken up into words or short phrases, and then combined in complete sentences. On the printed page, they are presented in parallel columns, which contain on the left the English



equivalent, in the center and on the right the German material. In Parts I and II, the German material is given both in an *Aids to Listening* in the second column and in the *Conventional Spelling* in the third column. From Part III on, the German is given only in the conventional spelling.

When you have your book open at whatever unit you are going to study, and when the Guide is ready to begin speaking the words for you, or the Group Leader is ready to start the phonograph records, you can start working on the Basic Sentences for that unit. If the Group Leader is working with the Guide, the Leader will read the English out loud, and the Guide will pronounce the German twice, each time allowing enough time for you to repeat the German after him. If you are using the phonograph records, two voices on the records will act as Leader and Guide for you. While you are listening to the Guide, follow with your eyes the Aids to Listening. When you repeat the words and sentences after the Guide or phonograph records, repeat them loud—good and loud. Never mumble. It is absolutely essential that you repeat after the Guide or phonograph record each time, and that you imitate as closely as you can, and learn by heart what you have imitated.

**7. The Aids to Listening** which are given in the first twelve units, present a simplified version of the usual German spelling, which is designed to help you in remembering the German words *as they sound*. In

the Aids to Listening, each German sound is represented by one letter or group of letters. Every letter (or group of letters) always stands for the same sound. Concentrate your attention first on the Aids to Listening, especially through Part I; in Part II you should pay more attention to the Conventional German Spelling, since from Part III on, it will be used alone.

**8. The Hints on Pronunciation** are given you to help you improve your speech in German. No language has sounds exactly like those of any other; and in German you will find some sounds which are quite absent from English, and others which are somewhat but not exactly like English sounds. After you have been through the Basic Sentences of the unit at least once, read through the Hints on Pronunciation carefully, having the Guide repeat or playing on the phonograph the words and sounds which are being discussed. Then go back and listen again to the Basic Sentences, always repeating them after the Guide or phonograph as you did before. Try to hear and imitate more precisely the sounds to which your attention has been called.

**9. Pronouncing to Be Understood.** Pronunciation is important for a number of reasons: if you expect to be understood when you speak a foreign language, you will have to pronounce it more or less the way the people are used to hearing it. If you are too far off from the usual way of talking the language, people won't be

able to understand you at all. Furthermore, the nearer you get to pronouncing the precise sounds, the easier it will be for your ear to catch the sound as spoken by a native, and the more rapidly you will pick up new words and phrases and make progress in learning the language.

Learning to pronounce is really not hard, if you go about in the right way. If you follow the suggestions and instructions given in this manual, and work carefully through all the hints, practices, and drills, you can expect to acquire the kind of pronunciation you need. Many students who are good mimics and who get into the spirit of speaking German will learn to talk like natives.

The only way to learn to pronounce like a native is to imitate. You must get a native to pronounce the words, then say them right after him, mimicking everything, even to the tone of his voice. This manual will make it easier for you by pointing out the sounds you need to observe, and by describing their peculiarities.

**10. The Native Speaker Is Always Right.** There may be instances where this manual or the phonograph records indicate one pronunciation and the native speaker will pronounce something a little different. Always imitate the pronunciation of your Guide rather than that of the phonograph records or of the Aids to Listening.

**11. Each Word Study** shows you new uses and new combinations of materials studied up to that point;

you are taught how to take apart the words and phrases which you hear and how to make new words and phrases on the same model. Read each part of the Word Study carefully, and make sure you understand thoroughly everything which is said in them; then go back over the Basic Sentences with the Guide or phonograph, exactly as you did before. By this time you can start going through the Basic Sentences with your book closed, and you should now be able to understand the sentences without looking at the English equivalent.

**12. The Listening In** section gives you a number of conversations, anecdotes, or stories, which use the vocabulary and constructions you have learned in each unit and in all those preceding. Its purpose is to give you practice in listening to and understanding the foreign language as you might overhear it in normal conversation among German-speaking people, and to furnish you with models for your own conversation practice.

**13. The Conversation Practice** represents the central aim of the course. In order to converse well, you should know well everything that has been introduced in the unit you are working on, and everything that you have learned in previous units as well. When you take part in a conversation, do so as easily and naturally as you can. Don't try to bring in new words and phrases that you haven't learned in the material you have



studied in this course; stick to what you have learned and practice it thoroughly.

**14. Talking German.** In speaking German you should not first figure out what you want to say in English and then translate it into German, word for word. This will get you nowhere. You should apply, instead, the words and expressions you already know to the given situation. If you cannot immediately rattle off a word or expression to fit a particular situation, go on to another, or ask a question, but under no circumstances attempt to compose. As soon as you do, you lapse into English speech habits and stop learning German and German speech habits.

When people speak to you, they will frequently use words and expressions you do not know. If you can't guess their meaning, try to find out by asking questions in German, or by asking them to repeat slowly, or to explain in simpler terms. If you (and they!) are good natured, and reasonable about it, you won't have any trouble. On the contrary you will constantly learn more

and will practice the German you already know in the process.

Your learning of the language will not stop, therefore, when you have mastered this material. You will, rather, be able to get around among the people, practice what you know, and steadily pick up more and more words and phrases. Try to learn them thoroughly. Carry along a notebook to jot down what you want to remember; you can then review this material from time to time.

You should not wait until you have finished this manual before you start using the language. Start practicing at once. When you have done the first unit, try out the expressions on as many people as possible. When you try out your German at this early stage, make it slide off your tongue as smoothly as possible. Be careful not to slip back into a careless English-like pronunciation. Listen closely to what the person says in response, trying to catch as much as you can. The first few times it may be hard to catch even the words you know, but you will improve rapidly if you keep on practicing every chance you get.

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# PART ONE

# UNIT 1

## GETTING AROUND

**To the Group Leader:** Each *Unit* of this course is divided into six *Sections*. It is suggested that the group spend not less than fifty minutes on each *Section*.

Before you get the group together to work on this first unit, read carefully the following material up to the heading *Useful Words and Phrases* on page 4. When the group meets, read the material aloud to them or have some other member of the group do the reading. The students will follow the reading with their books open. Be sure that your Guide, or the phonograph and records, are ready before the group meets for work on Section A. See that the Guide is supplied with a copy of the manual *An den deutschen Sprecher*, which tells him just what he is to do and gives him the German he is to speak to the group.

You should look through all of the sections of the unit, reading the directions carefully, so that you will have in mind the general plan of the work. Always get clearly in mind the directions for a section before you take that section up in group meeting.

This unit gives you the most immediate and necessary expressions that you will need in meeting people, asking your way, buying things, and counting. The amount of learning and memorizing required for the first unit is considerably greater than that for any later unit. You are given such a large dose at the start because this unit is meant to be a kind of "language first aid" which gives you enough useful expressions to

enable you to make ordinary wants known and to carry on a simple conversation in German from the very start.

All but a few of these words and phrases are selected from the phonograph records for the *German Language Guide* (introductory Series) (TM 30-306). If you have worked with these records, the present unit will serve as a review.

### SECTION A—USEFUL WORDS AND PHRASES

In the list of *Useful Words and Phrases* which follows, the English equivalent of these words and phrases is given at the left of the page. Opposite, in the middle column, is a simplified spelling of the German which will help you in getting the sounds. In the third column

is the ordinary or *conventional* German spelling. The *Leader* of the group will first read the *English Equivalent* and pause for the *Guide* to speak the German. Every member of the group then repeats after the Guide. The Guide will then say the German a second

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time and everybody will repeat after him as before. The Leader will then read the next English equivalent and the Guide and group will follow the procedure indicated.

If no Guide is available, the *phonograph records* provided for the course should be used. When the group is ready, the Leader will begin playing the appropriate record and the group will repeat right after the German speaker during the silences on the record. The phonograph records can be used with profit even in cases where a Guide is available because they can be heard between meetings of the group, whenever it is convenient to you; they furnish additional practice in hearing German; you may listen only to those portions which you have found difficult; and the records may be played as often as you wish. In case the speaker on the record has a German pronunciation different from that of your Guide, use the records only for listening and understanding and not for imitating.

Whether you are working with a Guide or only with the phonograph records, you must repeat each German word and phrase in a loud, clear voice, trying at all times to imitate the pronunciation as closely as you can. Keep constantly in mind the meaning of the German you are about to hear, glancing at the English equivalent whenever you need to remind yourself. When you are hearing the German, keep your eyes on the *Aids to Listening*. But whenever the written form

**2** [1-A]

seems to you to differ from the spoken sound, follow the spoken sound always.

Learning to understand and pronounce a language is not really hard. Every one of us learned to do this as a child, and all over the world children learn to speak all kinds of languages without any trouble. The difficulty that an adult faces in learning a foreign language as you are now learning German, is that the adult already has a set of habits for pronouncing his own language and this makes it harder for him to learn new ones than for a child who is starting from scratch. That is why it is so important that you should not be afraid of mimicking even when what you hear may sound strange to you. Don't be afraid to let yourself go. You will never learn to speak a language if you don't plunge right in as soon as you can. Never mind if you do make mistakes at first. The important thing is for you to try to say the words and phrases. Imitate your Guide with the same spirit and enthusiasm that you use in mimicking a person whose speech sounds peculiar to you. You will find that if you do this, your Guide will not think you are making fun of him; instead he will probably smile because what you have said to him sounds like German.

In the first five units, do not attempt under any circumstances to pronounce the German before you have heard it. You will only make trouble for yourself if you try to guess the pronunciation by "reading" the *Aids to Listening* or the conventional German spelling.

If you are working with a Guide who does not under-

stand English, ask the Leader of your group to demonstrate for you and the Guide what hand signals are to be used to let the Guide know when you want him to read more slowly or to repeat. They are as follows:

- |   |        |
|---|--------|
| 1. Index finger raised:                             | BEGIN  |
| 2. Hand raised, palm toward the Guide:              | STOP   |
| 3. Palm down, hand moved slowly in semi-circle:     | SLOWER |
| 4. Beckoning with index finger:                     | REPEAT |
| 5. Hand held palm up and moved quickly up and down: | LOUDER |

Remember that each phrase you say has a real meaning in German and hence you should always act as though you were really saying something to someone else. You will learn fastest if, when your book is open, you follow these steps:

1. Keep your eyes on the *Aids to Listening* as you listen to the German being spoken.
2. Repeat immediately what you have heard.
3. Keep in mind the meaning of what you are saying.

Begin the words and phrases as soon as your Guide is ready or when the Leader of your group is ready to play the first phonograph record.

**To the Group Leader:** Give the members of the group a chance to ask questions about the instructions. Make sure that everyone understands just what he is to do. Then have the students go through the list of *Useful Words and Phrases* once with the books open, repeating in unison after the Guide. Following this first practice, read with the group the *Comment on the Aids to Listening* on page 8. Make sure that everyone understands it.

Now go through the list a second time, much as you did before. And finally, go through it a third time, but let the students take turns repeating individually after the Guide—a sentence to a student. Indicate the order in which the repetitions are to go, who is first, who next, and so on. Continue this individual repetition as long as the fifty-minute period permits. Then, just before dismissing the group, read with them the paragraph headed *Check Yourself* on page 9.

Here are some hints that will make the work of the group more effective:

1. Insist that everyone speak up. Don't allow any mumbling! Each member of the group must be able to hear what is being said at all times.
2. Indicate to the Guide that he is to repeat whenever the pronunciation is bad and to keep on repeating until he gets a pronunciation that sounds like German.
3. Urge everyone to mimic to the limit every sound, every inflection, even the mannerisms of the Guide.
4. Keep the work moving. Don't let it drag at any time. See that everyone is listening, not only to the Guide, but to himself and to the others as they repeat after the Guide.
5. Go through all the work yourself. Repeat with the others and take your turn at the individual repetitions.

[1-A] 3

## 1. Useful Words and Phrases

Here is a list of useful words and phrases you will need in German. *You should learn these by heart.*

### Greetings and General Phrases

**NOTE:** Words enclosed in brackets [ ] are not expressed in the German. Words enclosed in parentheses ( ) help to explain the meaning of the German but are not necessary in English. Words enclosed in single quotation marks ' ' are literal or word-for-word equivalents.

— ENGLISH EQUIVALENTS —	— AIDS TO LISTENING —	— CONVENTIONAL SPELLING —
<b>Unit 1, Record Side 1, beginning. (78 RPM)</b>		<b>(33½ RPM) Record Side 1, beginning.</b>
good day <i>Hello (how do you do, good afternoon)!</i>	GUhten TAHK guhten TAHK!	guten Tag Guten Tag!
morning <i>Good morning!</i>	MORgen guhten MORgen!	Morgen Guten Morgen!
evening <i>Good evening!</i>	AHbent guhten AHbent!	Abend Guten Abend!
until seeing again <i>Good-bye!</i>	AUF VIHder-zehen auf VIHder-zehen!	auf Wiedersehen Auf Wiedersehen!
Mr. Schulze	HERR SHULtse	Herr Schulze
4 [1-A]		



*Mr. Schulze.*

*Doctor ('Mr. Doctor').*

*Miss (to a waitress or salesgirl).*

*Mrs.*

*Koenig ('King')*

*Mrs. Koenig.*

*gracious*

*Madam (very polite).*

*Mueller ('Miller')*

*Miss Mueller.*

*gracious*

*Miss (very polite).*

*how*

*goes*

*it*

*[with] you*

*How are you?*

*[with] me*

*well ('good')*

*thanks*

*I'm fine, thanks.*

*And (with) you?*

*herr SHULtse.*

*herr DOKtohr.*

*FROI-lain.*

*FRAU*

*KÖHnich*

*frau KÖHnich.*

*GNEHdige*

*gnehdige FRAU.*

*MÜLLer*

*froi-lain MÜLLer.*

*GNEHdiges*

*gnehdiges FROI-lain.*

*VIH*

*GEHT*

*ESS*

*IHnen*

*vih GEHT ess ihnen?*

*MIHR*

*GUHT*

*DANGke*

*ess geht mihr GUHT, DANGke.*

*unt IHnen?*

*Herr Schulze.*

*Herr Doktor.*

*Fräulein.*

*Frau*

*König*

*Frau König.*

*gnädige*

*Gnädige Frau.*

*Müller*

*Fräulein Müller.*

*gnädiges*

*Gnädiges Fräulein.*

*wie*

*geht*

*es*

*Ihnen*

*Wie geht es Ihnen?*

*mir*

*gut*

*danke*

*Es geht mir gut, danke.*

*Und Ihnen?*

*also*  
*I'm fine too ('also well'), thanks.*

*Excuse me ('pardon')!*

*Not at all!*

*understand*

*you*

*me*

*Do you understand me?*

*Yes.*

*No.*

**Unit 1, Record Side 2, beginning. (78 RPM)**

*I*

*(I) understand*

*not*

*I don't understand you.*

*(I) beg*

*What did you say*  
*('how please')?*

*speak*

*please*

*slowly*

*Please speak slowly.*

AUKH  
AUKH guht, DANGke.

fer-TSAIung!

BITTe schön!

fer-SHTEHen

ZIH

MICH

fer-SHTEHen zih mich?

YAH.

NAIN.

ICH

fer-SHTEHe

NICHT

ich fer-SHTEHe zih nicht.

BITTe

vih BITTe?

SHPRECHen

BITTe

LANG-zahm

SHPRECHen zih bitte LANG-  
-zahm.

auch  
Auch gut, danke.

Verzeihung!

Bitte schön!

verstehen

Sie

mich

Verstehen Sie mich?

Ja.

Nein.

ich

verstehe

nicht

Ich verstehe Sie nicht.

bitte

Wie bitte?

sprechen

bitte

langsam

Sprechen Sie bitte langsam.

**6 [1-A]**

## Places and Directions

*where*  
*is*  
*the railroad station*  
*Where's the railroad station?*

VOH  
IST  
dehr BAHN-hohf  
VOH ist dehr BAHN-hohf?

wo  
ist  
der Bahnhof  
Wo ist der Bahnhof?

*it*  
*straight ahead*  
*It's straight ahead.*

EHR  
geRAHde AUS  
ehr ist geRAHde AUS.

er  
gerade aus  
Er ist gerade aus.

*the hotel*  
*Where's the hotel?*

dass hohTELL  
VOH ist dass hohTELL?

das Hotel  
Wo ist das Hotel?

*it*  
*there*  
*It's there.*

ESS  
DORT  
ess ist DORT.

es  
dort  
Es ist dort.

*the restaurant*  
*Where's the restaurant?*

dass restohRANG  
VOH ist dass restohRANG?

das Restaurant  
Wo ist das Restaurant?

*there*  
*yonder*  
*It's over there.*

DAH  
DRÜHben  
ess ist dah DRÜHben.

da  
drüben  
Es ist da drüben.

*the toilet*  
*Where's the toilet?*

dih twaLETTE  
VOH ist dih twaLETTE?

die Toilette  
Wo ist die Toilette?

[1-A] 7

*it*  
*here*  
*It's here.*

ZIH  
HIHR  
zih ist HIHR.  
RECHTS.  
LINGKS.

ſie  
hier  
Sie iſt hier.  
Rechts.  
Links.

After you have gone through the *Useful Words and Phrases* once, read the following:

## 2. Comment on the Aids to Listening

The best way to learn any language is to listen to a native speaker of it, and then copy exactly what he says. That is why we ask you to listen carefully to your Guide (or the speaker on the records) and imitate him as exactly as you can. It would be ideal if you could remember everything he says simply by listening and repeating. However, most of us need to have something on paper to remind us of what we have heard. This is what the *Aids to Listening* are meant for. They are simply an attempt to put down systematically on paper the sounds that you hear on the records or that your Guide will probably say. (Later on, in Part II, you will learn to read the regular German spelling; pay no attention to it now.) Remember, however, that they are only *aids* to listening. The listening itself is still the most important thing; the printed material is just a reminder.

In the Aids to Listening capital letters are used to

show which syllables in a word or phrase are most strongly accented, that is, spoken the loudest. For example, we would write for English: *mister JONES will conDUCT the SERvice*; or *his CONduct is VERy BAD*. Notice that words like *MISter*, *WILL*, *THE*, *HIS*, *IS* are strongly accented if they stand all alone, but they are usually not accented in a sentence.

The hyphen (-) is used to divide a word into the parts that it is made up of. This often affects the pronunciation. For example, when you say the word *fer-SHTEHen*, you clearly finish the *fer-* before you begin the *-SHTEHen*, and never say anything like *fersh-* plus *-TEHen*. This is as if we wrote English *under-stand* with a hyphen: *under-STAND*, to show a foreigner that he was not to say anything like *unders-TAND*.

This hyphen occurring at the end of a line carries over to the next line; any other word-break at the end of a line is indicated by a simple hyphen.

You will notice that there are a lot of *h*'s in the *Aids to Listening* that are not pronounced: *VOH*, *GUHT*, *fer-SHTEHen*, etc. Most of these are used to show that the preceding vowel is long, just as we write *oh* to indicate a longer sound than simple *o*.

Now go through the *Useful Words and Phrases* again with your book open, following the same procedure as before. Repeat each word and phrase, immediately after hearing it, in a loud, clear voice. Let yourself go and say the phrases right out.

Go through the *Useful Words and Phrases* once more with your book open, but this time, take turns letting

each member of your group repeat individually until everybody has taken part. Keep on the alert. If the Guide asks you to repeat, do so with enthusiasm and try to mimic him as best as you can until he is satisfied with your pronunciation. When you have satisfied him, you can be sure that you are speaking understandable German. Continue this individual repetition as long as time permits. If you are using only the phonograph records, your Leader will see to it that you repeat and that everyone gets the most out of this individual performance.

### 3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you repeat each word and phrase in a loud, clear voice immediately after hearing it?

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the German?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

## SECTION B—USEFUL WORDS AND PHRASES (*Cont.*)

Here are other useful words and phrases which you will want to use immediately if you are in a country in which the people speak German. These are being given to you as a "language first aid." *Learn them by heart.*

In working with this material, follow the same procedure that you used with the *Useful Words and Phrases*

in Section A. After you have gone through the list once, repeating in unison, read the following *Hints on Pronunciation*. Run through the *Pronunciation Practices*. Then go through the list a second and a third time, as in Section A.

[1-B] 9

## 1. Useful Words and Phrases (Cont.)

### Buying Things

*says  
one  
that  
in German*  
*How do you say that in German?*

ZAHKT  
MANN  
DASS  
auf DOITSH  
vih ZAHKT mann dass auf  
DOITSH?

sagt  
man  
daß  
auf deutsch  
Wie sagt man daß auf deutsch?

*what  
this*  
*What's this?*  
*are*  
*What are those ('that')?*  
*would like*  
*What would you like?*

VASS  
DIHS  
vass ist DIHS?  
ZINT  
vass zint DASS?  
MÖCHten  
vass MÖCHten zih?

was  
dies  
Was ist dies?  
find  
Was find daß?  
möchten  
Was möchten Sie?

### Unit 1, Record Side 3, beginning. (78 RPM)

*(I) would like [to]  
gladly  
cigarettes  
have*  
*I'd like to have [some] cigarettes,  
please.*

MÖCHte  
GERN  
tsihgahRETTen  
HAHben  
ich MÖCHte gern tsihgah-  
RETTen hahben, bitte.

möchte  
gern  
Zigaretten  
haben  
Ich möchte gern Zigaretten haben, bitte.

10 [1-B]

*Matches.*

*How much?*

*How many?*

*costs*

*ten*

*pfennigs*

*That costs ten pfennigs.*

*they*

*cost*

*one*

*mark*

*They cost one mark.*

*two*

*Two marks [and] ten [pfennigs].*

*[to] eat*

*I'd like to eat.*

*(The) bread.*

*(The) meat.*

*(The) water.*

SHTRAICH-höltser.

vih-FIHL?

vih-FIHle?

KOStet

TSEHN

PFENNich

dass kostet TSEHN PFENNich.

ZIH

KOSten

AIne

MARK

zih kosten AIne MARK.

TSVAI

TSVAI mark TSEHN.

### Eating

ESSen

ich MÖCHte gerne ESSen.

dass BROHT.

dass FLAISH.

dass VASSer.

Streichhölzer.

Wieviel?

Wieviele?

kostet

zehn

Pfennig

Das kostet zehn Pfennig.

sie

kosten

eine

Mark

Sie kosten eine Mark.

zwei

Zwei Mark zehn.

essen

Ich möchte gerne essen.

Das Brot.

Das Fleisch.

Das Wasser.

*(The) beer.*

*(The) wine.*

*(The) coffee.*

*(The) milk.*

*(The) potatoes.*

*and*

*Meat and potatoes.*

*How's the beer?*

*very*

*The beer's very good.*

*or*

*Would you like wine or beer?*

*some(thing)*

*I'd like to have some bread, please.*

dass BIHR.

dehr VAIN.

dehr KAFFeh.

dih MILCH.

dih karTOFFeln.

UNT

FLAISH unt karTOFFeln.

VIH ist dass BIHR?

ZEHR

dass BIHR ist zehr GUHT.

OHder

möchten zih VAIN ohder BIHR?

ETT-vass

ich MÖCHte gern ett-vass  
BROHT hahben bitte.

Das Bier.

Der Wein.

Der Kaffee.

Die Milch.

Die Kartoffeln.

und

Fleisch und Kartoffeln.

Wie ist das Bier?

sehr

Das Bier ist sehr gut.

oder

Möchten Sie Wein oder Bier?

etwas

Ich möchte gern etwas Brot haben, bitte.

### Numbers

*One.*

*Two.*

*Three.*

*Four.*

*Five.*

**12** [1-B]

AINSS.

TSVAI.

DRAI.

FIHR.

FÜNF.

Einß.

Zwei.

Drei.

Vier.

Fünf.



*Six.*  
*Seven.*  
*Eight.*  
*Nine.*  
*Ten.*  
*Eleven.*  
*Twelve.*

ZEKS.  
ZIHben.  
AKHT.  
NOIN.  
TSEHN.  
ELF.  
TSVÖLF.

Sechß.  
Sieben.  
Acht.  
Neun.  
Zehn.  
Elf.  
Zwölf.

After you have gone through these *Useful Words and Phrases* once, read the following:

## 2. Hints on Pronunciation

*To the Group Leader:* The following section is divided into three parts, and each part is to be taken up separately. First, read through with the group the introductory material and the explanations given in the first part. Then have the Guide read the *Examples* with the group repeating after him, first in unison, and then individually. Don't go on to the next part until everyone has a reasonable control over the items of pronunciation that are being taught. Follow this procedure with each of the three parts.

You will find that the *Examples* are all given on the phonograph records. Between each set of examples there is a clear space of record or *spiral*, so that you can play each set as often as is necessary.

As you have already noticed, German has a lot of sounds that are just like the ones we use in English; you won't have to learn these, because you already know them. There are also a number of sounds that are almost like our English ones, but still not quite the same. Finally, there are a few sounds that are totally different from anything we have in English.

If you want to speak understandable German, you will of course have to learn to say these last two kinds of sounds. The only way to learn them is to listen to

the way your Guide (or the speaker on the records) says them, and to imitate him as well as you can. To help you imitate him we shall give you a few *Hints on Pronunciation*. These will cover, in small doses, the sounds that differ completely from those we use in English, as well as the ones that differ only a little.

We can begin with the vowels. German has two whole sets of vowels, one set of short ones and another of long ones. The chief thing to remember is that the short ones are always VERY, VERY short. For example, the *o*

[1-B] 13

in German *KOSSten* has about the same sound as the *o* that most of us use in English *cost*, but the German *o* is a great deal shorter. As a matter of fact, the worst trouble we have in speaking German is trying to get rid of our comfortable, easy-going drawl. When you speak German, make everything you say very short and snappy; bite it off sharply.

The following table gives you all but two of the short vowels of German; you will notice that they are very much like English sounds (though we often write them differently). Read through the descriptions, and then listen to the way your Guide (or the speaker on the records) says the examples, and repeat after him. Be sure to make them all good and short.

## PRACTICE 1

(AIDS)      NEAREST ENGLISH SOUND

Unit 1, Record Side 4, beginning. (78 RPM)

<b>i</b>	like our <i>i</i> in <i>bit</i>
<b>e</b>	like our <i>e</i> in <i>bet</i>
<b>a</b>	like our <i>a</i> in <i>father</i> , but much shorter; many Americans use this sound for the <i>o</i> in <i>pot</i> ; don't ever drawl this sound, or make it like our <i>a</i> in <i>cat</i>
<b>o</b>	like our <i>o</i> in <i>cost</i> , <i>for</i> , but much shorter; don't make it sound like German <i>a</i>
<b>u</b>	like our <i>u</i> in <i>put</i> ; don't make it like our <i>u</i> in <i>but</i>

All these vowels can be accented; the following one never is:

unac-      like our *e* in *begin*, or our *a* in *sofa*; this *e* is never  
cented **e**      silent!

14 [1-B]

## EXAMPLES

(AIDS)      CONVENTIONAL

(33½ RPM) Record Side 1, after 1st spiral.

IST BITTe	ift bitte	'is' 'please'
ZEKS ESSen	fechß essen	'six' 'eat'
MANN VASSer	man Wasser	'one, you' 'water'
KOSSten karTOFFeln	kosten Kartoffeln	'cost' 'potatoes'
UNT SCHULTse	und Schulze	'and' 'Schulze'
DANGke twaLETTE	danke Toilette	'thanks' 'toilet'

The following table gives you all but two of the long vowels of German. Notice that nearly all of them are just a little different from the corresponding English

sounds. Read through the descriptions of all of them, and then listen to the way your Guide says the examples, and repeat after him.

## PRACTICE 2

— AIDS —      — NEAREST ENGLISH SOUND —

Unit 1, Record Side 4, after 1st spiral. (78 RPM)

<b>ih</b>	like our <i>i</i> in <i>machine</i> , but draw the corners of your mouth back more than we do, and make your tongue very tense
<b>eh</b>	our <i>a</i> in <i>gate</i> is like a loose German <i>eh</i> plus <i>ih</i> ; make your tongue tense, leave the <i>ih</i> off the end, and draw the corners of your mouth back more than we do; notice the difference between German <i>GEHT</i> and English <i>gate</i>
<b>ah</b>	like our <i>a</i> in <i>father</i> ; be sure this is always good and long
<b>oh</b>	our <i>o</i> in <i>shone</i> is like a loose German <i>oh</i> plus <i>uh</i> ; make your tongue tense, leave the <i>uh</i> off the end, and stick your lips out a lot more than we do; notice the difference between German <i>OHder</i> and English <i>odor</i>
<b>uh</b>	like our <i>u</i> in <i>rule</i> , but stick your lips out a lot more than we do, and make your whole mouth very tense

All the vowel sounds so far have been either just like English sounds or very similar to them. German has four more vowels that are unlike anything we use in

— AIDS —

<b>VIH</b> ZIHben
<b>GEHT</b> fer-SHTEHen
<b>YAH</b> AHbent
<b>VOH</b> OHder
<b>GUHT</b> guhten TAHK

## EXAMPLES

— CONVENTIONAL —

wie lieben	'how' 'seven'
geht verstehen	'go' 'understand'
ja Abend	'yes' 'evening'
wo oder	'where' 'or'
gut guten Tag	'good' 'hello'

English. First read through the descriptions of all of them, and then listen to the way your Guide says the examples, and repeat after him.

[1-B]      15

## PRACTICE 3

— AIDS — ——— HOW TO MAKE THE SOUND ———

### Unit 1, Record Side 4, after 2nd spiral. (78 RPM)

- long **üh** round your lips and stick them out as if you were going to say a German *uh*; with your lips in this position, try to say a German *ih*
- short **ü** round your lips and stick them out as if you were going to say the *u* in *put*; with your lips in this position, try to say the *i* in *bit*; be sure to make the sound very short
- long **öh** round your lips and stick them out as if you were going to say a German *oh*; with your lips in this position, try to say a German *eh*
- short **ö** round your lips and stick them out as if you were going to say the *o* in *cost*; with your lips in this position, try to say the *e* in *bet*; be sure to make the sound very short

## EXAMPLES

— AIDS — ——— CONVENTIONAL ———

- |                     |                  |                             |
|---------------------|------------------|-----------------------------|
| FÜHR<br>dah DRÜHben | für<br>da drüben | 'for'<br>'over there'       |
| FÜNF<br>MÜLLER      | fünf<br>Müller   | 'five'<br>'miller'          |
| SHÖHN<br>KÖHnich    | schön<br>König   | 'nice(ly)'<br>'king'        |
| TSVÖLF<br>MÖCHte    | zwölf<br>möchte  | 'twelve'<br>'(I)'d like to' |

### 3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you apply what you learned about the vowel sounds in *Hints on Pronunciation*?

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the German?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

## SECTION C—REVIEW OF USEFUL WORDS AND PHRASES

If your group has time for outside assignments, sections marked *Individual Study* may be done between

meetings of the group. Otherwise use them as independent study during a group meeting.

### 1. Covering the English (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the English. Read the German aloud. Keep your voice down if you are working with the rest of the group. Follow your Guide's pronunciation as nearly as you can remember, and test yourself to see if you can recall the meaning of each word and phrase.

Check the expressions you are not sure about and after you have gone through the whole list, uncover the English and find their meaning. Repeat this procedure at least three times or until you are satisfied that you know every expression.

### 2. Review of Useful Words and Phrases

*To the Group Leader:* Read again for your information the numbered suggestions just preceding *Useful Words and Phrases* on page 3. Your Guide has been directed in his manual to pay particular attention to the correct pronunciation of the sounds. He may ask members of the group to repeat words or phrases a good many times in an effort to get a pronunciation that is more nearly correct. See that they listen closely, that they repeat promptly and loud enough so that everyone can hear them, and that they imitate the Guide to the last detail.

Go through the *Useful Words and Phrases* in Sections A and B twice. The first time have the members of the group repeat individually after the Guide with books open. The second time, have them close their books. The Guide will give each German expression twice as before. Let the students take turns giving the English equivalent the first time they hear the Guide speak the German and repeating the German as usual the second time. This will help them to check on the meaning of all German expressions in *Useful Words and Phrases*.

Go back to the *Useful Words and Phrases* in Sections A and B. The first time you go through the list, take turns repeating the German after the Guide. Keep your book open, and get all the help you can from the Aids to Listening. Pay particular attention to what you have

learned about the pronunciation of the vowels. Make every effort to satisfy your Guide with your pronunciation.

The second time you go through the list, check up on the meaning of the German. Keep your books closed

and take turns giving the English equivalent the first time you hear the German expression and repeating the German as usual the second time. If you have any trouble with the English, you should find time for more

individual study of the *Useful Words and Phrases*, covering the English and checking up on the meaning when you read the German aloud.

## SECTION D—LISTENING IN

### 1. Listening In

**To the Group Leader:** The conversations which appear in this section will be read to the group by the Guide or played on the phonograph records. English equivalents are omitted from the *Listening In* material so that students can get practice in understanding spoken German which uses the vocabulary they know. Meaning, therefore, is to be emphasized.

The first time you go through the conversations, have the Guide repeat a conversation, if necessary to help clear up the meaning, before you go on to the next conversation. If you have no Guide, lift the needle of the phonograph at the end of each conversation and let the students discuss the meaning of any sentences that are not understood.

Go through the conversations a second time without stopping. Pay about equal attention to pronunciation and meaning.

Finally, assign parts and have the students read the conversations. Give everyone a chance. Suggest that the actors actually take the parts, stand up and move around, sit at a table in the restaurant, stand behind the counter in the store, etc. Keep it moving. Get everyone to speak up! Take a part yourself.

Keep your book closed while the Guide reads the following conversation and repeat after him. If you have no Guide, you should use the phonograph records, repeating the German immediately after you hear it. At the end of each conversation take time out to check up on the meaning of what you have heard and said. Ask

someone in the group to give you the English equivalent of any expression you do not understand. Almost all the words and the expressions you have had in *Useful Words and Phrases* occur in the following conversations.

1. *Mr. Schulze asks the salesgirl in a store for some cigarettes.*

**Unit 1, Record Side 4, after 3rd spiral. (78 RPM)**

herr SHULTse: ich MÖCHte gern tsihgah-RETten hahben,  
BITTe.

FROI-lain: BITTe schön.  
vih-FIHle?

herr SHULTse: TSEHN bitte.

FROI-lain: MÖCHten zihaukh SHTRAICH-höltser hahben?

herr SHULTse: YAH, BITTe.  
vih-figh KOSTet dass?

FROI-lain: AIne mark FÜNF, bitte.  
DANGke schön.

herr SHULTse: fer-TSAIung, FROI-lain, VOH ist dehr BAHN-  
-hof?

FROI-lain: DASS ist dehr BAHN-hof, dort LINGKS.  
fer-SHTEHEN zih?

herr SHULTse: YAH, DANGke schön.

FROI-lain: BITTe schön.

2. *Mr. Schulze walks into a restaurant and sees his old friend Dr. Mueller.*

herr SHULTse: guhten TAHK herr DOKtohr, vih  
GEHT ess ihnen?

herr doktohr MÜLLer: guhten TAHK herr SHULTse.  
ess geht mihr zehr GUHT, DANGke,  
unt IHnen?

**(33½ RPM) Record Side 1, after 2nd spiral.**

Ich möchte gern Zigaretten haben, bitte.

Bitte schön.

Wieviele?

Zehn, bitte.

Möchten Sie auch Streichhölzer haben?

Ja, bitte.

Wieviel kostet das?

Eine Mark fünf, bitte.

Danke schön.

Verzeihung, Fräulein, wo ist der Bahnhof?

Das ist der Bahnhof, dort links.

Verstehen Sie?

Ja, danke schön.

Bitte schön.

Guten Tag, Herr Doktor, wie geht es Ihnen?

Guten Tag, Herr Schulze.

Es geht mir sehr gut, danke, und Ihnen?

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herr SHULtse: AUKH guht, DANGke.  
 VIH ist dass FLAISH?  
 herr doktohr MÜLLer: ess ist ZEHR GUHT.  
 herr SHULtse: ist dass bihr AUKH guht?  
 herr doktohr MÜLLer: NAIN, dass BIHR ist hihr NICHT zehr  
 guht.  
 herr SHULtse: FROI-lain!  
 ich MÖCHte gerne ESSen.  
 FROI-lain: BITTE shöhn.  
 vass MÖCHten zih?  
 herr SHULtse: ich MÖCHte gern FLAISH unt  
 karTOFFeln hahben.  
 FROI-lain: möchten zih VAIN ohder BIHR?  
 herr SHULtse: ett-vass VAIN bitte.  
 FROI-lain: möchten zih aukh KAFFeh hahben?  
 herr SHULtse: NAIN DANGke.  
 herr doktohr MÜLLer: FROI-lain!  
 FROI-lain: BITTe shöhn?  
 herr doktohr MÜLLer: vass KOSTet dass?  
 FROI-lain: TSVAI mark TSEHN, bitte.  
 DANGke shöhn.  
 herr doktohr MÜLLer: auf VIHder-zehen, herr SHULtse.  
 herr SHULtse: auf VIHder-zehen, herr DOKtohr.

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Auch gut, danke.  
 Wie ist das Fleisch?  
 Es ist sehr gut.  
 Ist das Bier auch gut?  
 Nein, das Bier ist hier nicht sehr gut.  
 Fräulein!  
 Ich möchte gerne essen.  
 Bitte schön.  
 Was möchten Sie?  
 Ich möchte gern Fleisch und Kartoffeln haben.  
 Möchten Sie Wein oder Bier?  
 Etwas Wein, bitte.  
 Möchten Sie auch Kaffee haben?  
 Nein, danke.  
 Fräulein!  
 Bitte schön?  
 Was kostet das?  
 Zwei Mark zehn, bitte.  
 Danke schön.  
 Auf Wiedersehen, Herr Schulze.  
 Auf Wiedersehen, Herr Doktor.



## 2. Check Yourself

Is there any expression in any of these conversations that you do not understand now? If there is, find the meaning of it or ask other members of your group before you proceed. If no one knows, refer to the *Useful Words and Phrases*.

Go through the conversations once more following the same plan as before. Imitate carefully and be sure to keep in mind the English equivalent of everything you are saying in German.

Finally go through the conversations again but this time take turns. The leader will assign parts and the exercise is to continue at least until everyone has had a chance to speak one of the parts. Keep this going as long as you have time. When your turn comes, speak clearly and with enthusiasm. Put yourself in the situation and let yourself go. If the Guide asks you to repeat, do so until he is satisfied with your pronunciation.

## SECTION E—CONVERSATION

### 1. Covering the German (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the German. Read the English silently and test yourself to see if you can speak the German for each word and phrase. Check the expressions you are uncertain about and after you have gone through the whole list, uncover the German and review them. Go through the list once more and continue for

at least three times or until you can give the German readily for all the expressions. To make sure of this, pick out expressions at random and see if you can speak out the German quickly. Speak the German aloud and try to imitate your Guide's pronunciation as well as you can remember it.

### 2. Vocabulary Check-Up

**To the Group Leader:** Go to the *Useful Words and Phrases* in Sections A and B. Read to the group the English equivalent of the German expressions. Call on different students not in any fixed order, asking for the correct German for the English. For instance, say to A, "viih ZAHKT mann auf DOITSH: *Where is the hotel?*" The students are to respond with their books closed. The Guide will indicate by a negative sign whenever he hears a German expression that is wrong, or, if there is no Guide, the other members of the group will indicate that they do not agree. Immediately ask someone else to give the expression correctly. Any group member who has difficulty in giving the correct German should be told to review the *Useful Words and Phrases* thoroughly before the next meeting of the group. Do not spend any time talking about the *why* of the German; stick to the *how*.

There are two precautions which the Leader must observe in all exercises of this sort and in the conversation practice throughout the course. Be sure that everyone understands them. They are as follows:

1. Every German expression must be given smoothly and completely before the student's performance can be considered satisfactory. If there is an error in the first attempt, ask the student to give the expression over again in complete form. If he fumbles badly, turn to someone else.
2. Everyone must speak loud enough, so that all can hear. Every student should be encouraged to call out "Louder, please!" if he can't hear. Check on this occasionally by pointing to the student who is listening to someone else's German, and ask "What did he say?"

If you do not observe these precautions, much time and effort may be wasted in group meetings.

In this section you are going to have your first chance to engage in conversation in German. This, of course, is the most useful part of the entire unit, and the part you should do with the greatest amount of pep and realism. Do it half-heartedly and you lose most of the value of the unit. Do it earnestly and enthusiastically and you will find that you can readily say a great number of things in German, fluently and correctly. Read the instructions carefully, get everything you are to do straight in your mind, and then plunge in.

In order to fix in your mind the expressions you will need in the conversation, check yourself on your ability

to speak the German you have learned. By now you should not have to grope for it. The Leader of the group will ask you to supply in turn the German expressions for the English equivalents which he reads from the *Useful Words and Phrases*. If you have done a thorough job of recalling the German when you are looking only at the English equivalents, as suggested in Section E, you will have no difficulty in responding promptly and smoothly when you hear the English. Your Guide will let you know if your German expressions are not correct. If you have no Guide, the members of the group should be ready to correct faulty expressions.

### 3. Simple Arithmetic in German

Here are the numbers from one to twelve:

AINSS  
TSVAI  
DRAI  
FIHR  
FÜNF  
ZEKS

einß  
zwei  
drei  
vier  
fünf  
sechß

ZIHben  
AKHT  
NOIN  
TSEHN  
ELF  
TSVÖLF

sieben  
acht  
neun  
zehn  
elf  
zwölf

Here are some sample additions:

- |                                   |               |
|-----------------------------------|---------------|
| a. VIH-FIHL ist AINSS unt ELF?    | $1 + 11 = ?$  |
| Wieviel ist einß und elf?         |               |
| AINSS unt ELF ist TSVÖLF.         | $1 + 11 = 12$ |
| Einß und elf ist zwölß.           |               |
| b. VIH-FIHL ist FÜNF unt DRAI?    | $5 + 3 = ?$   |
| Wieviel ist fünf und drei?        |               |
| FÜNF unt DRAI ist AKHT.           | $5 + 3 = 8$   |
| Fünf und drei ist acht.           |               |
| c. VIH-FIHL ist ZEKS unt FIHR?    | $6 + 4 = ?$   |
| Wieviel ist sechs und vier?       |               |
| ZEKS unt FIHR ist TSEHN.          | $6 + 4 = 10$  |
| Sechs und vier ist zehn.          |               |
| d. VIH-FIHL ist TSVAI und ZIHben? | $2 + 7 = ?$   |
| Wieviel ist zwei und sieben?      |               |
| TSVAI unt ZIHben ist NOIN.        | $2 + 7 = 9$   |
| Zwei und sieben ist neun.         |               |

On a sheet of paper, write out the figures for similar problems which do not add up to more than twelve. Write, for example  $8 + 2 = 10$ . The Group leader will then ask one of the members of the group to say his problem in German and another to answer it in German. The person who answers must give the whole addition, and

not just the answer. For example, if you have written down  $8 + 2 = 10$ , you say: *VIH-FIHL ist AKHT unt TSVAI?* and the one who answers must say: *AKHT unt TSVAI ist TSEHN* not just plain *TSEHN*. Continue this exercise until everyone has had a chance to ask and to answer.

## 4. Conversation

*To the Group Leader:* Read the following directions with the class. Encourage the students to strike out for themselves. Spend all the time you can on free conversation practice in an effort to get to the point where students can speak easily and smoothly with a minimum of *ums* and *ers*.

The Leader will assign parts and will ask you to take turns in pairs, carrying on the following conversations. The two persons who are talking together should stand up and act out their parts, speaking as smoothly and naturally as possible. Make it real and get some fun

out of it. The Guide will help you if your German is wrong or if your pronunciation is bad. The Leader will prompt you if you are not sure what comes next in your part.

### 1. Asking Directions

1. You walk up to a stranger, beg his pardon, and ask where the railroad station is.
2. He answers that it's straight ahead.
3. You ask him what he said ('how please?').
4. He repeats.
5. You beg his pardon, say you don't understand him, and ask him please to speak slowly.
6. He repeats very slowly that that's the railroad sta-

tion over there, straight ahead, and asks whether you understand.

7. You say you understand, and thank him.
8. He says you're welcome.

Go through this conversation twice more, asking first for the hotel and then the restaurant, and have the stranger reply by saying that the hotel is here to the right, the restaurant there to the left.

### 2. At a Restaurant

1. You walk into a restaurant, sit down, say good morning (or evening) to the waitress, and ask how she is.
2. She says she's fine, and asks how you are.
3. You say you're fine too. You'd like to eat.

4. She asks what you'd like.
5. You ask how the meat is.
6. She says it's very good.
7. You say good, you'd like meat and potatoes.
8. She asks whether you'd like wine or beer.

9. You say beer, please.
10. After you've eaten, you ask her how much that costs.
11. She says it's 3 marks and 10.
12. You pay, saying here it is (*BITTe schön*).

13. She thanks you, and you both say good-bye.

If it is so desired, particularly when the group is too large to give everybody a chance to participate in the conversation, the exercise should be continued for a longer time. It is also a good practice to give people who are having difficulties a second trial.

## SECTION F—CONVERSATION (*Cont.*)

*To the Group Leader:* You can tell from the work that you did on conversation in Section E, whether or not the group needs to spend more time in preparing for successful conversation. If necessary, spend the first part of this section in individual study, having members of the group say the German of the *Useful Words and Phrases* when they have the English expression covered. Check up on their vocabulary as in Section E. Then continue the work with conversation which you started in Section E.

In this section you are to continue taking part in conversation. If the work didn't go well in Section E, take time to go through the *Useful Words and Phrases* again with the English covered and to give the German of the English expressions as your Leader asks for it.

Put everything you can into the conversations. Act your part; don't hesitate to talk for fear of making a mistake. You'll make plenty of mistakes at first, but the important thing is to practice talking. You can't correct an error until you have made it.

Try out your German whenever you get a chance. Don't wait for meetings of the group to practice what you have learned. Pair off between meetings and see what you can do with German greetings and conversation. When you are alone, run over the list of German expressions you know. Review them in your mind. Try saying them. See how much you can improve your pronunciation and control of the language in whatever time you can find between meetings of the group. Make this a regular practice throughout the course.

## FINDER LIST

This is a complete alphabetical list of all the words and expressions used in this unit. The conventional spelling is enclosed in parentheses after each entry. This list is for reference only, but you should know all of these before going on to the next unit.

dehr AHbent (Abent) 'evening'; guhten AHbent  
'good evening'

AIne MARK (eine Mark) 'one mark'  
AINSS (eins) 'one' (used only in counting)

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AKHT (aht) 'eight'

AUF (auf): auf DOITSH 'in German'; auf  
VIHder-zehen 'good-bye'

AUKH (auch) 'also, too'

dehr BAHN-hohf (Bahnhof) 'railroad station'

dass BIHR (Bier) 'beer'

BITTe or BITTe schön (bitte, bitte {dhön):  
general phrase of politeness: 'please', 'you're  
welcome', 'here it is', 'what can I do for you?'

dass BROHT (Brot) 'bread'

DAH (da) 'there'; dah DRÜHben 'over there'

DANGke or DANGke schön (danke, danke {dhön)  
'thank you'

(1) DASS (das) 'that (thing), those (things)'; vass  
ist DASS? 'what's that?'; dass ist MILCH  
'that's milk'; vass zint DASS? 'what are  
those?'; dass zint karTOFFeln 'those are  
potatoes'

(2) DASS (das) 'the' (before certain words like  
hohTELL, BIHR, etc.)

DEHR (der) 'the' (before certain words like  
BAHN-hohf, VAIN, etc.)

(1) DIH (die) 'the' (before certain words like  
twaLETTe, MILCH, etc.)

(2) DIH (die) 'the' (before plural words like kar-  
TOFFeln, tsihgahRETTen, etc.)

DIHS (dieß) 'this (thing), those (things)'; vass  
ist DIHS? 'what's this?'; dihs ist MILCH  
'this is milk'; vass zint DIHS? 'what are  
these?'; dihs zint karTOFFeln 'these are  
potatoes'

(dass) DOITSH (Deutsh) 'German (language)'; auf  
DOITSH 'in German'

dehr DOKtohr (Doktor) 'doctor (of medicine, law,  
philosophy, etc.)'

DORT (dort) 'there'

DRAI (drei) 'three'

DRÜHben (drüben) 'yonder'; dah DRÜHben  
'over there'

EHR (er) 'it' (refers to *dehr*-words, like dehr  
BAHNhohf, dehr VAIN, etc.)

ELF (elf) 'eleven'

ESS (es) 'it' (refers to *dass*-words, like dass  
hohTELL, dass BIHR, etc.; or to nothing  
in particular, as in vih GEHT ess ihnen?)

ESSen (essen) 'eat'

ETT-vass (etwas) 'something'; ett-vass BROHT  
'some bread'



fer-SHTEHen (versteĥen) 'understand'

dih fer-TSAIung (Verzeihung) 'pardon, excuse me'  
FIHR (vier) 'four'

dass FLAISH (Fleisch) 'meat'

dih FRAU (Frau) 'Mrs., woman, wife'

dass FROI-lain (Fräulein) 'Miss, waitress, salesgirl'  
FÜNF (fünf) 'five'

GEHen (gehen) 'go'; viH GEHT ess ihnen? 'how  
are you?'; ess geht mihr GUHT 'I'm fine'

GERN or GERne (gern, gerne) 'gladly'; ich  
MÖCHte gern(e) 'I'd like to'

GNEHdich (gnädig) 'gracious'; gnehdige FRAU  
'Mrs.——'; gnehdiges FROI-lain 'Miss——'

geRAHde (gerade) 'straight'; geRAHde AUS  
'straight ahead'

GUHT (gut) 'good, well'; guhten MORgen  
etc. 'good morning' etc.

HAHben (haben) 'have'

dehr HERR (Herr) 'Mr., gentleman'; herr DOKtohr  
'Dr.——'

HIHR (hier) 'here'

dass hohTELL (Hotel) 'hotel'

ICH (ich) 'I'

IHNen (Ihnen) '(in regard to) you'

IST (ist) 'is'

dehr KAFFeh (Kaffee) 'coffee'

karTOFFeln (Kartoffeln) 'potatoes'

dehr KÖHnich (König) 'king'

KOSTen (kosten) 'cost' · KOSTet 'costs'

LANG-zahm (langsam) 'slow(ly)'

LINGKs (links) 'to the left'

MANN (man) 'one, you, a person'

dih MARK (Mark) 'mark' (coin worth about 40  
cents)

MICH (mich) 'me'

MIHR (mir) '(in regard to) me'

dih MILCH (Milch) 'milk'

MÖCHten (möchten) 'would like to' (usually  
used with GERN)

dehr MORgen (Morgen) 'morning'; guhten MORgen  
'good morning'

dehr MÜLLer (Müller) 'miller'

NAIN (nein) 'no'

NICHT (niçt) 'not'

NOIN (neun) 'nine'

OHder (ober) 'or'

dehr PFENNich (Pfennig) 'pfennig'  
(100 pfennigs = 1 mark)

RECHTS (reçts) 'to the right'

dass restohRANG (Restaurant) 'restaurant'  
SHÖHN (fçön) 'nice(ly)'; DANGke schön  
'thank you'; BITTe schön 'please, you're  
welcome, etc.'

SHPRECHen (fpreçen) 'speak'

SHTRAICH-höltser (Streichhölzer) 'matches'

SHULtse (Schulze) 'Schulze'

dehr TAHK (Tag) 'day', guhten TAHK 'hello, how  
do you do, good afternoon'

TSEHN (zehn) 'ten'

tsihgahRETTen (Zigaretten) 'cigarettes'

TSVAI (zwei) 'two'

TSVÖLF (zwölf) 'twelve'

dih twaLETTe (Toilette) 'toilet'

UNT (und) 'and'

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dehr VAIN (Wein) 'wine'

VASS (was) 'what'

dass VASSer (Wasser) 'water'

VIH (wie) 'how'; vih GEHT ess ihnen? 'how  
are you?'; vih BITTe? 'what did you say?'

dass VIHder-zehen (Wiedersehen) 'seeing again'; auf  
VIHder-zehen 'good-bye'

vih-FIHL (wieviel) 'how much'; vih-FIHle  
'how many'

VOH (wo) 'where'

YAH (ja) 'yes'

ZAHgen (sagen) 'say'; ZAHKT 'says'

ZEKS (sechs) 'six'

ZEHR (sehr) 'very'

(1) ZIH (fie) 'it' (refers to *dih*-words, like *dih*  
twaLETTe, *dih* MILCH, etc.)

(2) ZIH (Sie, fie) 'you, they'

ZIHben (sieben) 'seven'

ZINT (find) 'are'



# UNIT 2

## MEETING PEOPLE

### SECTION A—BASIC SENTENCES

*To the Group Leader:* Adopt the following steps as a standard practice in conducting this course:

1. Before each meeting of the group, be sure to read carefully and get clearly in mind the instructions covering those sections of a unit which you expect to take up in the group meeting.
2. Before each group meeting, see that the Guide is available with his *An den deutschen Sprecher* or that phonograph and records are ready.
3. Have the members of the group read together the instructions that precede each piece of work they are to do before they begin it. Let one member of the group read these instructions aloud while the others follow the reading in their books.
4. Take time, following the reading of all instructions, to make sure that everyone understands exactly what he is to do.

In Section A of Unit 2 follow the same procedure as that outlined for *Useful Words and Phrases* of Section A in Unit 1. Go through the *Basic Sentences* once with everyone repeating in unison after the Guide or phonograph record. Then take up the *Hints on Pronunciation* which follow. Come back to the *Basic Sentences* and go through them once more, with repetitions in unison after the Guide. Pay particular attention to those items of pronunciation you have been working on. Finally, go through the *Basic Sentences* a third time with solo repetition. The Guide will call for as many repetitions as may be necessary to get a pronunciation that sounds to him like German.

Make everyone speak loudly and clearly. Keep the work moving. Don't let it drag.

Begin this section by listening, in the manner already outlined in Section A of the preceding unit, to the *Basic Sentences* which follow. Be sure to keep in mind the meaning of the German by reading silently the English equivalent. As you listen to the German, keep your eye on the *Aids to Listening*. This will help you imitate accurately the pronunciation you are hearing. Repeat each word and phrase loudly and clearly right after you hear it. As you pronounce the German, do so as though you really meant what you are saying. Do not forget that these words and phrases convey a real

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meaning and it is up to you to say them as though you were actually using them. Go through the sentences in unison and with your book open.

The *Basic Sentences* are set up as conversations so that you may hear and speak the German as you would hear and speak it if you were talking with German people.

Although numerous characters are introduced in these *Basic Sentences*, it is not important for you to try to keep in mind just who they are or their relationship to one another. You are concerned rather with *what* they say and *how* they say it.

## 1. Basic Sentences

*Two Americans, Mr. and Mrs. Fritz Meyer, are traveling in Germany. They have been told to look up the Schneiders, who know Mr. Meyer's parents.*

— ENGLISH EQUIVALENTS —

— AIDS TO LISTENING —

— CONVENTIONAL SPELLING —

Unit 2, Record Side 1, beginning. (78 RPM)

(33½ RPM) Record Side 2, beginning.

*Excuse me, are you Mr. Schneider?*

*Mr. Meyer*  
fer-TSAIung, zint zih herr  
SHNAIder?

Verzeihung, sind Sie Herr Schneider?

*am-called*  
*Yes, my name is Schneider.*

*Mr. Schneider*  
HAIsse  
YAH, ich haisse SHNAIder.

heisse  
Ja, ich heiße Schneider.

*my*  
*name*  
*My name is Meyer,*  
*Fritz Meyer.*

*Mr. Meyer*  
MAIN  
NAHme  
main nahme ist MAIer,  
FRITS MAIer.

mein  
Name  
Mein Name ist Meyer,  
Fritz Meyer.

*am*  
*American (man)*  
*I'm [an] American.*

BINN  
ahmehrihKAHner  
ich binn ahmehrihKAHner.

bin  
Amerikaner  
Ich bin Amerikaner.

30 [2-A]

oh  
out-of  
America  
*Oh, you're from America?*

come  
well (do-tell-me)  
to-here  
*Well where do you come from?*

(I) come  
*I come from New York.*

(I) believe  
know  
my  
parents  
not true?  
*I think you know my parents,  
don't you?*

father  
is-called  
*My father's name is Hans Meyer.*

but  
naturally  
*Why of course!*

*Mr. Schneider*  
AKH  
AUS  
ahMEHrihkah  
AKH, zih zint aus ahMEHrihkah?

KOMMen  
DENN  
HEHR  
voh kommen zih denn HEHR?

*Mr. Meyer*  
KOMMe  
ich komme aus *New YORK.*

GLAUbe  
KENNen  
MAIne  
ELtern  
nicht VAHR?  
ich glaube zih kennen maine  
ELtern, nicht VAHR?

FAHter  
HAISST  
main FAHter haisst HANSS  
MAIer.

*Mr. Schneider*  
AHber  
nahTÜHR-lich  
ahber nahTÜHR-lich!

ach  
aus  
Amerika  
Ach, Sie sind aus Amerika?

kommen  
denn  
her  
Wo kommen Sie denn her?

komme  
Ich komme aus New York.

glaube  
kennen  
meine  
Eltern  
nicht wahr?  
Ich glaube, Sie kennen meine Eltern,  
nicht wahr?

Vater  
heißt  
Mein Vater heißt Hans Meyer.

aber  
natürlich  
Aber natürlich!

(I) know  
him  
*I know him very well.*

(in-regard-to) him  
*How is he?*

*Very well, thanks.*

your  
mother  
*And (in-regard-to) your mother?*

(in-regard-to) her  
*She's fine, too.*

## Unit 2, Record Side 2, beginning. (78 RPM)

may  
to-you  
my  
Mrs.  
introduce  
*May I present my wife?*

KENNe  
IHn  
ich kenne ihn ZEHR GUHT.

IHM  
vih GEHT ess ihm?

*Mr. Meyer*  
zehr GUHT, DANGke.

*Mr. Schneider*  
IHrer  
MUTTer  
unt ihrer MUTTer?

*Mr. Meyer*  
IHR  
ess geht ihr AUKH guht.

DARF  
IHnen  
MAIne  
FRAU  
FOHR-shtellen  
DARF ich ihnen maine FRAU  
FOHR-shtellen?

kenne  
ihn  
Ich kenne ihn sehr gut.

ihm  
Wie geht es ihm?

Sehr gut, danke.

Ihrer  
Mutter  
Und Ihrer Mutter?

ihr  
Es geht ihr auch gut.

darf  
Ihnen  
meine  
Frau  
vorstellen  
Darf ich Ihnen meine Frau vorstellen?

32 [2-A]

*she  
can  
unfortunately  
no  
German  
speak  
I'm sorry, she can't speak any  
German.*

*speaks  
only  
English  
She only speaks English.*

*make  
in  
Germany  
What are you doing here in  
Germany?*

*we  
learn  
both  
We're both learning German.*

*already  
You already speak German  
very well.*

ZIH  
KANN  
LAIder  
KAIN  
DOITSH  
SHPRECHen  
zih kann laider KAIN DOITSH  
shprechen.

SHPRICHT  
NUHR  
ENG-lish  
zih shpricht NUHR ENG-lish.

*Mr. Schneider*  
MAKHen  
INN  
DOITSH-lant  
vass MAKHen zih hihr inn  
DOITSH-lant?

*Mr. Meyer*  
VIHR  
LERNen  
BAIde  
vihr lernen BAIde DOITSH.

*Mr. Schneider*  
SHOHN  
zih shprechen shohn ZEHR  
GUHT DOITSH.

sie  
kann  
leider  
kein  
Deutsĥ  
sprechen  
Sie kann leider kein Deutsĥ sprechen.

spricht  
nur  
Englisch  
Sie spricht nur Englisch.

machen  
in  
Deutschland  
Was machen Sie hier in Deutschland?

mir  
lernen  
beide  
Wir lernen beide Deutsĥ.

ſchon  
Sie sprechen ſchon ſehr gut Deutsĥ.

*can*  
*Can you understand me well?*

*too*  
*fast*  
*Yes, but please don't speak too fast.*

*live*  
*Where are you living here in Berlin?*

*in-the*  
*Palace*  
*In the Palace Hotel.*

*go*  
*now*  
*to-there*  
*Where are you going now?*

*man*  
*go*  
*just*  
*into-the*  
*movie-theater*  
*My husband and I are just going to the movies.*

**34** [2-A]

KÖNNen  
können zih mich guht fer-  
-SHTEHen?

*Mr. Meyer*

TSUH  
SHNELL  
YAH, ahber SHPRECHEn zih  
bitte nicht tsuh SHNELL.

*Mr. Schneider*

VOHnen  
voh VOHnen zih hihr inn  
berLIHN?

*Mr. Meyer*

IMM  
paLAST  
imm paLAST hohtell.

*Mrs. Schneider*

GEHen  
YETST  
HINN  
voh gehen zih yetst HINN?

MANN  
GEHen  
geRAHde  
INSS  
KIHnöh  
main MANN unt ICH gehen  
geRAHde inss KIHnöh.

können  
können Sie mich gut verstehen?

zu  
schnell  
Ja, aber sprechen Sie bitte nicht zu  
schnell.

wohnen  
Wo wohnen Sie hier in Berlin?

im  
Palast  
Im Palast Hotel.

gehen  
jetzt  
hin  
Wo gehen Sie jetzt hin?

Mann  
gehen  
gerade  
ins  
Kino  
Mein Mann und ich gehen gerade ins  
Kino.

**Unit 2, Record Side 3, beginning. (78 RPM)**

<i>do (intensifier)</i> <i>with</i> <i>us</i> <i>Do come with us!</i>	DOKH MITT UNSS kommen zih dokh MITT unss!	doch mit uns Kommen Sie doch mit uns!
<i>all</i> <i>together</i> <i>We'll all go.</i>	ALLe tsuh-ZAMMen vihr gehen ALLe tsuh-ZAMMen.	alle zusammen Wir gehen alle zusammen.
<i>gladly</i> <i>Yes, we'd love to ('very gladly'),</i> <i>thank you.</i>	<i>Mr. Meyer</i> GERne YAH, zehr GERne, DANGke shöhn.	gerne Ja, sehr gerne, danke schön.

[A friend of Schneider's and another man have overheard part of the conversation between the Meyers and the Schneiders:]

<i>First Man</i>		
<i>who</i> <i>Who is that?</i>	VEHR vehr ist DASS?	mer Wer ist das?
<i>with</i> <i>whom</i> <i>speaks</i> <i>he</i> <i>Who's he talking to?</i>	MITT VEHM SHPRICHT EHR mitt vehm SHPRICHT ehr?	mit wem spricht er Mit wem spricht er?
<i>Second Man</i>		
<i>Mr.</i> <i>To ('with') Mr. Schneider.</i>	HERRN mitt herrn SHNAlder.	Herrn Mit Herrn Schneider.

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whom  
know  
*Whom do [the] Schneiders know?*

*First Man*  
VEHN  
KENNen  
vehn kennen SHNAIderss?

wen  
kennen  
Wen kennen Schneiders?

*Mr. Meyer's*  
*They know Mr Meyer's parents.*

*Second Man*  
herrn MAIerss  
zih kennen herrn maierss ELtern.

Herrn Meyers  
Sie kennen Herrn Meyers Eltern.

Before you go through the *Basic Sentences* a second time, study the following:

## 2. Hints on Pronunciation

*To the Group Leader:* The explanations preceding each *Practice* should be read by the group and discussed before the *Practice* is attempted. The practice for *Hints on Pronunciation* is in the Guide's Manual and on the phonograph records. Follow the same procedure in working with the practice material that you have followed with the *Basic Sentences*. Go through as many times as may be necessary to give each member of the group reasonable control of the item of pronunciation that is being taught. Have the group repeat after the Guide, first in unison, then individually.

In Learning Unit 1, we discussed the vowels of German. All the remaining kinds of sounds are called CONSONANTS. As you have surely noticed, most of the consonants of German are just like the ones we use in English. Three of them, however, are completely different from anything we have in English; we shall discuss these three here.

*Voiced and voiceless sounds.* It will help you a lot in trying to get these new consonants if you know something about the way sounds are made. Start out by making the following experiment. Say first *zzz* (like the buzzing of a bee) and then *sss* (like the sound of

escaping steam). Try this out loud several times. You will notice that when you go from one sound to another, you don't change anything in your mouth; everything stays just the same for both sounds. The only difference is that when you say *zzz* there is a buzzing in your throat (put your hand on your throat and feel the vibration); but when you go from *zzz* to *sss* the buzzing stops. This buzzing is called VOICE. The sounds *z* and *s* are identical, except that *z* is VOICED (said with the buzzing), whereas *s* is VOICELESS (said without the buzzing). This means that if you say *zzz* and then take the voice away, you will get *sss*.



Try going from one to the other several times: zzzsss-  
zzzsssszzzsss, etc.

Next, say the sound *vvv*. Notice that you also get the same buzzing with this sound. If you now take the voice away from it, you will get *fff*. Try going back and forth several times: *vvffffvvffffvvffff*, etc. What we are trying to do here is to get you so that you can control voice, and be able to turn it on and off at will. If you can do this, it will help you tremendously in getting two of the following new sounds.

1. The *ich*-sound. Though we spell this sound *ch*, you have probably noticed that it is nothing like our English *ch* in *church* (we spell that sound *tsh*,

as in *DOITSH*). To get the German *ch*, pretend you are a stutterer trying to say *yes*; you can get as far as the *y*, but no farther: *yyyyyyyyyy*—. If you listen carefully to this prolonged *y* you have been making, you will realize that it is voiced. Now take the voice away from it, just as you took the voice away from *vvv* and said *fff*. What you will come out with is the German *ch*. Try it: *yyychchch*. Now go back and forth several times, just as you did with *z* and *s*, and *v* and *f*: *yyychchchyyychchchyyychchch*, etc. After you have the sound under control, listen to the way your Guide (or the speaker on the records) says the *ch* in the following examples, and repeat right after him.

## PRACTICE 1

### Unit 2, Record Side 3, after 1st spiral. (78 RPM)

ICH	iǎ
MICH	miǎ
zih SHPRECHEn NICHT.	Sie sprechen nicht.
herr KÖHnich MÖCHte gern	Herr König möchte gern Milch haben.
MILCH haben.	

If your *ch* doesn't sound just like the one you hear, try squeezing the sound a little. Be sure you don't let it sound like *sh*; it is similar to *sh*, but by no means the same sound. Many Americans use the German *ch*-sound for the *h* in a word like *hue*.

### (33½ RPM) Record Side 2, after 1st spiral.

I
me
<i>You're not talking.</i>
<i>Mr. Koenig would like to have milk.</i>

Probably you will find that you can say the German *ch*-sound quite easily all by itself, and perhaps also in the words *ICH* and *MICH* but that it slips away from you in other words. What you will have to do is practice it in odd moments until you

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really have it under control and can say it in such words as *NICHT*, *MÖCHte*, *SHPRECHen*, *RECHTS*, *SHPRICHT*, etc.

2. The *akh*-sound. When you say the *ck* in a word like *lock*, you can feel that your tongue is pressed tightly against the roof of your mouth. If you lower

your tongue just enough to let a little air through, you will get the German *kh*. This is like the sound that we make when we clear our mouths of phlegm before we are going to spit, only it is a lot less vigorous. Listen to the way your Guide says the sound in the following examples, and repeat right after him:

## PRACTICE 2

Unit 2, Record Side 3, after 2nd spiral. (78 RPM)

**AKH!**

**AKHT**

**MAKHen** zih ess **DOKH!**

**EHR** kann ess dokh **AUKH**  
makhen!

Ах!

ахт

Мachen Sie es doch!

Er kann es doch auch machen!

*ohl*

*eight*

*Go ahead and do it!*

*He can do it too (I tell you)!*

3. The German *r*. The first thing to note about this sound is that it is never anything like our American *r*. If you use our *r* in German, you will make it frightfully hard for the Germans to understand you. So get rid of your American *r* right from the start.

The Germans use two kinds of *r*'s. In some parts of Germany, especially in the country, they use a trilled sound, like the *rrr* that children say in imitating a telephone bell or a policeman's whistle. If your Guide uses this trilled *r*, copy what he says, and don't bother to read the rest of this section.

The commonest kind of German *r*, and the kind that you hear on the phonograph records, is unlike

anything we have in English. To get it, say first an imaginary word *AHkhah*, with a good long German *kh*. This *kh*, you will note is a voiceless sound, said without any buzzing in your throat. What you want to do now is to add the buzzing to this *kh*. Remember that if you add the buzzing to *sss* you will get *zzz*, and if you add it to *fff* you will get *vvv*. If you add this same buzzing to the German *kh*-sound, you will get a first class German *r*. Try it: *AHkhah*, *AHrah*, *AHkhah*, *AHrah*. Be sure to make the *r* way back in your throat. Now listen to your Guide say first the imaginary word *AHrah*, and then some real words with *r*, and repeat right after him:

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## PRACTICE 3

### Unit 2, Record Side 3, after 3rd spiral. (78 RPM)

AHrah		(imaginary word)
dih tsihGARRe	die Zigarre	the cigar (new word)
dih tsihgahRETTe	die Zigarette	the cigarette
dass restohRANG	das Restaurant	the restaurant
RECHTS	rechts	to the right
dass BROHT ist dah DRÜHben.	Das Brot ist da drüben.	The bread is over there.
ist ihre FRAU	Ist Ihre Frau Amerikanerin?	Is your wife [an] American (woman)?
ahmehrihKAHnerinn?		

Probably you will find that you can get the *r* in *AHrah* and perhaps also in *tsihGARRe*, but that it slips away from you in the other words. Never mind. The important thing is that you really have the sound. Practice it over and over again until you can

control it easily, and then you will be able to say it in other words too.

The German *r* sounds clearest when it is followed by a vowel, as in the words above. When it is not followed by a vowel, it sounds as follows:

## PRACTICE 4

### Unit 2, Record Side 3, after 4th spiral. (78 RPM)

HERR	Herr	Mr.
DORT	dort	there
aine MARK	eine Mark	one mark
guhten MORgen.	Guten Morgen.	Good morning.
ich lerne DOITSH inn berLIHN'	Ich lerne Deutsch in Berlin.	I'm learning German in Berlin.

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4. The substitute *r*. You will notice that in this last set of examples the *r* comes after a short vowel. When it comes after a long vowel, most Germans really don't pronounce it as an *r* at all, but as a kind of vowel. We can call this the substitute *r*; it sounds much like

the *r* that an Englishman or a Bostonian says in a word like *hear*, or like the *ah* that we all say in *yeah*. Be sure you don't pronounce a real German *r* in these words:

## PRACTICE 5

### Unit 2, Record Side 3, after 5th spiral. (78 RPM)

VEHR	wer	<i>who</i>
VIHR	mir	<i>we</i>
dehr DOKtohr	der Dokter	<i>the doctor</i>
NUHR FIHR BIHR	nur vier Bier	<i>only four beers</i>
ess GEHT mihr ZEHR GUHT hihr.	Es geht mir sehr gut hier.	<i>I'm fine here.</i>

The substitute *r* is also used in unaccented *er*. Be sure you don't pronounce a real German *r* in these words:

## PRACTICE 6

### Unit 2, Record Side 3, after 6th spiral. (78 RPM)

AHber	aber	<i>but</i>
dass VASSer	das Wasser	<i>the water</i>
fer-TSAIung	Verzeihung	<i>excuse me</i>
MAIer ohder SHNAIder	Meyer oder Schneider	<i>Meyer or Schneider</i>
dehr FAHter unt diH MUTTer zint diH ELtern.	Der Vater und die Mutter sind die Eltern.	<i>The father and the mother are the parents.</i>

If you are uncertain about any of the points of pronunciation which have been discussed, ask your

Guide to repeat the words and phrases with which you are having trouble, and try to improve your

pronunciation. Remember that these notes are only approximate and are at best an imperfect description of the sounds.

When you are satisfied that you can pronounce fairly well all the sounds, go through the *Basic Sentences* once more in unison and with your book open. As you repeat after your Guide, keep your eye on the *Aids to*

*Listening*, and note in particular the examples of the sounds discussed. Do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally go through the *Basic Sentences* again, this time taking turns. Keep your book closed, listen carefully to your Guide, and make sure that your pronunciation satisfied him.

### 3. Check Yourself

Did you go through the *Basic Sentences* at least twice with your book open and then at least once with your book closed?

Did you repeat each word and phrase immediately after hearing it in a loud, clear voice?

Did you follow the pronunciation you heard even

if it seemed different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the German?

If your Guide asked you to repeat, did you do so with enthusiasm and as many times as necessary until he was satisfied with what you were saying?

## SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

### 1. Word Study (Individual Study)

If your group has time for outside assignments, do the *Word Study* between meetings of the group. Otherwise make it independent study in the group meeting.

In this section we take up some of the words and expressions you have just learned and examine them to see how the language is built. First read the words and expressions in each list and make sure that you

understand the meaning of the German. Then read the comment which follows each list. This should make clear to you just how the words function and how they are put together. If there are any points that are not clear to you, make note of them and ask other members of the group about them. Follow the same procedure with each list and each comment.

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## A. REGULAR VERBS

Words like *come*, *go*, *learn*, *live* are called VERBS. Notice how they behave in English:

general form:	I	}	come
	we		
	you		
	they		
	the Meyers		
<i>he</i> -form:	he	}	comes
	she		
	Mr. Meyer		

These two forms make up what is called the **PRES-ENT TENSE** of the verb *come*. Notice especially the **-s** that we add onto the *he*-form; such a thing is called an **ENDING**.

Now notice how German verbs behave in the present tense:

general form:	vihr	}	KOMMen	we you, they the Meyers	}	come
	zih					
	MAIerss					
<i>ich</i> -form:	ich		KOMMe	I		come
<i>ehr</i> -form:	ehr	}	KOMMT	he	}	comes
	zih			she		
	herr MAIer			Mr. Meyer		

(Notice that *zih KOMMT* means 'she comes', and *zih KOMMen* means both 'you come' and 'they come'.) As you can see, where English has only two different forms, German has three. Furthermore, all three

German forms have endings. They are added to what is called the **STEM** of the verb: stem *KOMM*- plus endings **-en**, **-e** **-t**. Nearly all German verbs behave in this way. Besides *KOMMen* we have had the following ten:

*'understand'*  
fer-SHTEHen  
fer-SHTEHe  
fer-SHTEHT

*'go'*  
GEHen  
GEHe  
GEHT

*'believe'*  
GLAUben  
GLAUbe  
GLAUPT

*'be called'*  
HAIsen  
HAIsse  
HAISST

*'be acquainted with'*  
KENNen  
KENNe  
KENNT

*'cost'*  
KOSTen  
KOSTe  
KOSTet

*'learn'*  
LERnen  
LERne  
LERNT

*'make, do'*  
MAKHen  
MAKHe  
MAKHT

*'live'*  
VOHnen  
VOHne  
VOHNT

*'say'*  
ZAHgen  
ZAHge  
ZAHKT

Notice that the *ehr*-form of *KOSTen* ends in *-et*, rather than in simple *-t*; all regular verbs whose stems end in *t* or *d* have this longer ending. Notice also that

you get *GLAUben* and *GLAUbe* with *b*, but *GLAUPT* with *p*; and *ZAHgen* and *ZAHge* with *g*, but *ZAHKT* with *k*; all verbs whose stems end in *b* or *g* do this.

## B. IRREGULAR VERBS

Not all English verbs behave like *come*. Some verbs have a different stem vowel in the *he*-form, though the spelling doesn't show it: *say*, but *he says* = *sezz*;

or *do*, but *he does* = *duzz*. German has quite a number of verbs that behave this way. We have had the following two:

*'eat'*  
ESSen  
ESSe  
ISST

*'speak'*  
SHPRECHEn  
SHPRECHe  
SHPRICHT

Verbs like these will be listed in the Finder Lists as follows: *ESSen* (*ehr* *ISST*) 'eat'; *SHPRECHEn* (*ehr* *SHPRICHT*) 'speak'.

English also has a few verbs which lack the usual ending *-s* in the *he*-form: *he can* ('is able'), not *he cans*.

German has seven verbs of this type. The *ich*- and *ehr*-forms are always alike, and never have any ending; usually they also have a stem vowel that is different from that of the general form. We have had the following two:



*'can, be able to'*

KÖNNen  
KANN  
KANN

*'may, be allowed to'*

DÜRFen  
DARF  
DARF

Verbs like these will be listed in the *Finder Lists* as follows: *KÖNNen* (*ich KANN*) 'can, be able to'; *DÜRFen* (*ich DARF*) 'may, be allowed to'.

The verb *be* is completely irregular in English. In German the corresponding word behaves as follows:

ZINT  
BINN  
IST

'are'  
'am'  
'is'

### C. HOW VERBS ARE USED

Now notice some of the ways in which these verbs are used:

**ich LERne DOITSH.**  
**ich fer-SHTEHe zih NICHT.**  
**GEHen zih inss KIHnoh?**  
**voh KOMMen zih HEHR?**

German has nothing to match our phrases like *I'm learning, I don't understand, are you going, do you*

**SHPRECHen zih LANG-zahm.**  
**KOMMen zih MITT unss.**

In English, when you tell a person to do something, you simply use the general form of a verb. In German you use the general form plus the word for 'you'.

**I'm learning German.**  
**I don't understand you.**  
**Are you going to the movies?**  
**Where do you come from?**

*come; it says simply I learn, I understand not, go you, come you.*

**Speak slowly.**  
**Come [along] with us.**

(The only verb in both languages that has a special command form is the verb *be*: English *be good*, German *ZAIen zih GUHT*.)



maine FRAU kann kain DOITSH shprechen.  
 DARF ich maine FRAU FOHR-shtellen?  
 ich MÖCHte gern tsihgahRETTen hahben.

My wife can't **speak** any German.  
 May I **introduce** my wife?  
 I'd like to **have** [some] cigarettes.

When the general form of a verb is used after words like *can, may, would like to*, it is called the **INFINITIVE**. Notice that in German you don't put the infinitive in until you get to the end of what you are

saying. (The only verb in both languages that has a special infinitive form is again the verb *be*: English *I'd like to be there*, German *ich MÖCHte gern DORT zain*.)

## D. PRONOUNS

Words like *I, he*, etc., are called **PRONOUNS**. In English, most pronouns have two forms: *Where is HE?*

but: *I see HIM*. We can number these as forms 1 and 2:

Form 1:	I	he	she	we	you	they	who
Form 2:	me	him	her	us	you	them	whom

Now notice the different pronoun forms that we get in German:

### *Form 1*

<b>ich</b>	KOMMe.	<b>I</b>	am coming.
<b>ehr</b>	KOMMT.	<b>He</b>	is coming.
<b>zih</b>	KOMMT.	<b>She</b>	is coming.
<b>vihr</b>	KOMMen.	<b>We</b>	are coming.
<b>zih</b>	KOMMen.	<b>You-they</b>	are coming.
<b>vehr</b>	KOMMT?	<b>Who</b>	is coming?

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**ehr** fer-SHTEHT } { **mich.**  
**ihn.**  
**zih.**  
**ehr** KENNT } { **unss.**  
**zih.**

**VEHN** { fer-SHTEHT **ehr?**  
KENNT **er?**

**vih** GEHT ess } { **mihr.**  
**ihm.**  
**ihr.**  
**ehr** SHPRICHT mitt } { **unss.**  
**ihnen.**

**VEHM** geht ess GUHT?  
mitt **VEHM** SHPRICHT **ehr?**

As you can see, where English pronouns have only two different forms, German pronouns have three.

	'I'	'he'	'she'	'we'	'you-they'	'who?'
Form 1:	ICH	EHR	ZIH	VIHR	ZIH	VEHR
Form 2:	MICH	IHN	ZIH	UNSS	ZIH	VEHN
Form 3:	MIHR	IHM	IHR	UNSS	IHnen	VEHM

The uses of these three forms are as follows:

*Form 1.* In a typical sentence like **ehr KOMMT** 'he is coming', there is an actor: **EHR** 'he', and an

### Form 2

He understands } { **me.**  
**him.**  
**her.**  
He knows } { **us.**  
**you-them.**

**Whom** does he { understand?  
know?

### Form 3

How goes it in regard to } { **me.**  
**him.**  
**her.**  
He's talking with } { **us.**  
**you-them.**

In regard to **whom** goes it well?  
With **whom** is he talking?

We can put these three forms down in a table as follows:

action which this actor performs: **KOMMT** 'is coming'. The actor, or doer of the action, is called the **SUBJECT** of the sentence. In both German and English, a

pronoun is always in form 1 if it is the subject of a sentence.

**Form 2.** In a typical sentence like *ehr fer-SHTEHT mich* 'he understands me', the subject *EHR* 'he' is again in form 1. In addition, there is also a second person represented by the word *MICH* 'me'. This is the OBJECT of the verb, the goal of the action, the person at whom the action is aimed. Most German verbs that take an object have it in form 2.

**Form 3.** One typical use of form 3 is illustrated by

the sentence *vih GEHT ess IHM?* 'how goes it (in regard-to-) him, how is he?'. The word *IHM* 'in-regard-to-) him' is not the object of the verb *GEHT* 'goes', but merely the person about whom the question is asked. A second typical use of form 3 is illustrated by the sentence *ehr SHPRICHT mitt MIHR* 'he's talking with me'. Here *MIHR* 'me' is in form 3 because it follows the word *MITT* 'with'. Words like *MITT* are called prepositions; many prepositions are always followed by form 3.

## E. THE WORDS *HINN* AND *HEHR*.

**voh** VOHnen zih?

**voh** KOMMen zih **HEHR?**

**voh** GEHen zih **HINN?**

The word *HEHR* means that the motion in a sentence is towards the person who is talking ('towards here'); *HINN* means that the motion is away from the person who is talking ('towards there'). These little

Where ('in what place') do you live?

Where ('from what place') do you come from?

Where ('to what place') are you going?

words have to be used with the word *VOH* if there is any motion towards or away from the speaker, because *VCH* all by itself means 'in what place': *voh GEHen zih?* 'where (in what place) do you walk?'

## F. THE WORD FOR *MR.*

guhten MORgen, **herr** MAIer.  
**herr** MAIer VOHNT nicht HIHR.

KENNen zih **herrn** MAIer?  
*vih* GEHT ess **herrn** MAIer?  
VOH zint **herrn** MAIerss ELtern?

Good morning, Mr. Meyer.  
Mr. Meyer doesn't live here.

Do you know Mr. Meyer?  
How is Mr. Meyer?  
Where are Mr. Meyer's parents?

The word for 'Mr.' is *HERR* only when you just mention a person's name, or when you tell what he is

doing; otherwise it is *HERRN*. (The words *FRAU* 'Mrs.' and *FROI-lain* 'Miss', on the other hand, never change.)

## 2. Covering English and German of Word Study

Read aloud several times the examples given you in the *Word Study*. Then cover the English and see if you know the meaning of every item. Repeat the operation until you are sure that you know every

expression. As a final test, cover the German and see if you can speak out the German expressions by simply looking at the English. Skip about and test yourself thoroughly.

## 3. Review of Basic Sentences

Review the first half of the *Basic Sentences* with your Guide or the phonograph record. Go through them as many times as you can, taking turns repeating the German individually. Try it with books closed and see how you get along without the help of the

*Aids to Listening*. Always keep in mind the meaning of the German you are hearing and speaking. As you go through the *Basic Sentences* be on the lookout for examples of the points in *Word Study* you have just covered.

# SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

## 1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences* with your Guide or the phonograph record. For the detailed

procedure to be followed read again the instructions for the review of the first half of the *Basic Sentences*.

## 2. Covering the English of Basic Sentences (Individual Study)

Here is your chance to find out just how well you have learned the meaning of the German expressions you

have had up to this point. Go back to the *Basic Sentences* in Section A and cover the English. Read the

German aloud and see whether you can supply the English equivalents of the words and phrases. Mark those you are not sure about and after reading the list through, uncover the English and look up their mean-

ing. Cover the English again and repeat the procedure until you can go through the entire list giving all the meanings without difficulty.

### 3. What Would You Say?

For each of the following situations, three German sentences are given. All three of the sentences make perfectly good sense and are written in correct German, but only one of them fits the situation. Read all three of them out loud and pick out the one that fits the

situation. Be sure you know why the other choices are not suitable. At the next meeting of the group you will be asked to say what you have chosen, and you will have a chance to test your answers. Do not write anything down.

1. *You meet Mrs. Schneider on the street and say hello to her:*

- a. guhten MORgen, vih GEHT ess herrn SHNAIder?
- b. guhten TAHK, gnehdige FRAU, vih GEHT ess IHnen?
- c. guhten AHbent, gnehdiges FROI-lain, voh VOHnen zih YETST?

2. *You introduce your friend Mr. Schulze:*

- a. fer-TSAIung, main NAHme ist SHULtse.
- b. DARF ich ihnen herrn SHULtse FOHR-shtellen?
- c. vih GEHT ess herrn SHULtse?

3. *She asks him where he comes from:*

- a. voh GEHen zih denn HINN, herr SHULtse?

b. voh VOHnen zih HIHR inn berLIHN?

c. voh KOMMen zih denn HEHR, herr SHULtse?

4. *You answer for Schulze:*

- a. ehr ist AUKH ahmehrihKAHner; ehr VOHNT inn *New YORK*.
- b. ehr KANN kain ENG-lish shprechen; ehr SHPRICHT nuhr DOITSH.
- c. ehr ist YETST inn *New YORK*, ahber ehr VOHNT nicht DORT.

5. *You apologize for his saying only a few words of German:*

- a. vihr SHPRECHEn nuhr ENG-lish tsuh-ZAMMen.
- b. ehr kann ZEHR GUHT ENG-lish fer-shtehen.

- c. ehr KANN laider NICHT ZEHR GUHT DOITSH shprechen.
6. *You add that he can understand a little German, however:*
- ehr KANN kain DOITSH fer-shtehen.
  - ehr fer-SHTEHT mich NICHT ZEHR GUHT.
  - ehr kann ETT-vass DOITSH fer-SHTEHen.
7. *She asks whether you're living together with Mr. Schulze:*
- VOHnen zih mitt herrn SHULtse tsuh-ZAMM-en?
  - ESSen zih BAIde tsuh-ZAMMen?
  - KOMMen zih AUKH aus *New YORK*?
8. *You say you are:*
- ZIH vohnen AUKH imm paLAST hohtell, nicht VAHR?
  - YAH, vihr VOHnen BAIde tsuh-ZAMMen imm paLAST hohtell.
  - DASS ist dass paLAST hohtell dah DRÜHben.
9. *She asks you where you're going now:*
- voh KOMMen zih geRAHde HEHR?
  - voh VOHnen zih YETST?
  - voh GEHen zih yetst HINN?
10. *You say you're both going to the movies:*
- DIHS ist dass KIHnoh.
  - vihr GEHen BAIde inss KIHnoh.
  - zih GEHen geRAHde inss KIHnoh.
11. *You ask whether she wouldn't like to come with you:*
- MÖCHten zih nicht gern MITT unss kommen?
  - DASS ist dass KIHnoh dah DRÜHben, nicht VAHR?
  - fer-TSAIung, VOH ist dass KIHnoh, bitte?
12. *She says she's sorry she can't:*
- DANGke shöhn, ICH gehe AUKH inss KIHnoh.
  - NAIN DANGke, ich KANN laider nicht inss KIHnoh gehen.
  - ich KANN laider kain ENG-lish shprechen.

## SECTION D—LISTENING IN

### 1. What Did You Say?

*To the Group Leader:* Read the English describing the situations in *What Would You Say?* of Section C, and call on different students, not in any fixed order, to speak the German which the situation calls for. Encourage the students to give the German, if they can, without reading it from the simplified spelling in their books. Then ask different members of the group to give the meaning in English of the different German expressions listed for each situation.

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Go back to the last exercise in the preceding section. The Leader will ask different members of the group to speak the German to be used in each of the situations given. Other members of the group will criticize the

choices made if they do not agree with them. The Leader will also ask for the English equivalents of all the other expressions offered as choices, taking turns around the group.

## 2. Word Study Check-Up

*To the Group Leader:* As a further check on the students' understanding of the *Word Study*, read the English equivalent of the German expressions given before each comment under *Word Study*. Call on different students, not in any fixed order, to give the correct German for the English. For instance, say to A: "viih ZAHKT mann auf DOITSH: *you come, I come, he comes?*" and so on. The Guide will at this point indicate by a negative sign whenever he hears a German expression that is wrong. If there is no Guide, the other members of the group will signal that they do not agree. Immediately ask someone else to give the right answer. Any member of the group who has difficulty in giving the correct German should be told to review the *Word Study* thoroughly before the next meeting of the group. Do not take time in this exercise to talk about the *why*. Stick to the *how*.

The Leader will ask different members of the group to give the correct German for the English equivalents of the expressions you studied in the *Word Study*. If you give the wrong answer, the Guide will let you know by making a negative sign; or, if there is no Guide,

the other members of the group will indicate that they think your answer is wrong. The Leader will then immediately call on someone else for the right answer. If you have difficulty in giving the correct German, review the *Word Study* thoroughly.

## 3. Listening In

*To the Group Leader:* Re-read the note *To the Group Leader* in Section D1 of Unit 1. Follow the same procedure as outlined there. The first time you go through the conversations, check up on the meaning at the end of each conversation. Then go through all of them a second time without stopping. Finally, assign parts and have the students read the conversations. Get them to do a little acting if you can. Encourage them to speak loudly and clearly and to get into the spirit of the situation.

Keep your book closed while the Guide reads the following conversations and repeat after him in unison.

If you have no Guide, you should use the phonograph records, repeating the German immediately after you



hear it. At the end of each conversation take time out to check up on the meaning of any word or phrase about which you are in doubt. Ask some other member of the group to give you the English equivalent or in case no one knows, go back to the *Basic Sentences* of this unit and make sure that you understand every-

thing before you proceed any further. Go through the conversations a second time, repeating after the Guide individually. Then take parts in the conversations. This exercise contains almost all the new words you have learned in this unit.

**Unit 2, Record Side 4, beginning. (78 RPM)**

1. *Mueller, a policeman, stops you for driving through a red light.*

MÜLLer: ZIH! vehr ZINT zih?

ahmehrihKAHner: vih BITTE?

ich fer-SHTEHe zih nicht zehr guht.

MÜLLer: vehr ZINT zih?

unt vass MAKHen zih hihr?

ahmehrihKAHner: zih shprechen tsuh SHNELL.

shprechen zih bitte LANG-zahm.

MÜLLer: vehr ZINT zih?

zih können dokh DOITSH fer-shtehen!

ahmehrihKAHner: NAIN, ich kann leider NICHT zehr guht  
doitsh fer-shtehen.

ich shpreche nuhr ENG-lish.

MÜLLer: vih HAIssen zih?

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**(33½ RPM) Record Side 2, after 2nd spiral.**

Sie! Wer find Sie?

Wie bitte?

Ich verstehe Sie nicht sehr gut.

Wer find Sie?

Und was machen Sie hier?

Sie sprechen zu schnell.

Sprechen Sie bitte langsam.

Wer find Sie?

Sie können doch Deutsch verstehen!

Nein, ich kann leider nicht sehr gut Deutsch ver-  
stehen.

Ich spreche nur Englisch.

Wie heißen Sie?

ahmehrihKAHner: ich haisse *MURphy*.

MÜLLer: voh kommen zih HEHR?

Murphy: ich binn ahmehrihKAHner.  
ich komme aus *ChiCAgo*.

MÜLLer: zih zint aus shihKAHgoh?  
kommen zih yetst MITT mihr, zih  
*GANGster!*

Murphy: NAIN DANGke.  
ich kann LAIder NICHT MITT ihnen  
gehen.

ich gehe geRAHde inss KIHnoh.

MÜLLer: zih kommen yetst mitt MIHR!  
unt vihr gehen NICHT inss KIHnoh!

*2. Meyer and a German friend, Koenig, are sitting in a café, watching a young couple at another table.*

KÖHnich: vehr IST dass dah drühben?

MAIer: dass ist froi-lain MÜLLer.

KÖHnich: mitt vehm SHPRICHT zih?

MAIer: zih shpricht mitt herrn JONES.

KÖHnich: vih BITTe?  
vih HAISST ehr?

Ich heiße Murphy.

Wo kommen Sie her?

Ich bin Amerikaner.

Ich komme aus Chicago.

Sie sind aus Chicago?

Kommen Sie jetzt mit mir, Sie Gangster!

Nein, danke.

Ich kann leider nicht mit Ihnen gehen.

Ich gehe gerade ins Kino.

Sie kommen jetzt mit mir!

Und wir gehen nicht ins Kino!

Wer ist das da drüben?

Das ist Fräulein Müller.

Mit wem spricht sie?

Sie spricht mit Herrn Jones.

Wie bitte?

Wie heißt er?

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MAIer:     ehr haisst *JONES*.  
               ehr ist ahmehrihKAHner.

KÖHnich: vass MAKHT ehr hihr inn berLIHN?

MAIer:     ehr lernt DOITSH.

KÖHnich: kann ehr shohn GUHT DOITSH shprechen?

MAIer:     NAIN, ehr kann nuhr ENG-lish shprechen.  
               ehr shpricht yetst ENG-lish mitt froi-lain MÜL.Ler.

KÖHnich: kann froi-lain müller ENG-lish fer-shtehen?

MAIer:     NAIN, nicht zehr GUHT.

KÖHnich: vass zahkt herr *JONES*?

MAIer:     ehr zahkt: können zih mitt mihr inss KIHnoh gehen?

KÖHnich: kann froi-lain müller ihn fer-SHTEHEN?

MAIer:     YAH, zih fer-SHTEHT ihn.

KÖHnich: vass ZAHKT zih?

MAIer:     zih zahkt: NAIN DANGke.  
               ich kann NICHT MITT ihnen gehen.  
               ich gehe shohn mitt herrn MAIer.

KÖHnich: mitt VEHM geht zih?  
               mitt IHnen?

Er heißt Jones.

Er ist Amerikaner.

Was macht er hier in Berlin?

Er lernt Deutsch.

Kann er schon gut Deutsch sprechen?

Nein, er kann nur Englisch sprechen.

Er spricht jetzt Englisch mit Fräulein Müller.

Kann Fräulein Müller Englisch verstehen?

Nein, nicht sehr gut.

Was sagt Herr Jones?

Er sagt: „Können Sie mit mir ins Kino gehen?“

Kann Fräulein Müller ihn verstehen?

Ja, sie versteht ihn.

Was sagt sie?

Sie sagt: „Nein, danke.“

Ich kann nicht mit Ihnen gehen.

Ich gehe schon mit Herrn Meyer.“

Mit wem geht sie?

Mit Ihnen?

MAIer: YAH, zih geht mitt MIHR inss KIHnoh.  
unt herr JONES kommt NICHT MITT unss.

Ja, sie geht mit mir ins Kino.  
Und Herr Jones kommt nicht mit uns.

Is there any word or phrase in this conversation that you do not understand now? If there is, be sure to find out its meaning by asking members of your group or looking it up in the *Basic Sentences*.

Go through the conversations again following the same plan as before. Imitate carefully and keep in mind the meaning of everything you are saying in German.

Finally go through the conversations a third time.

Take turns speaking the parts and continue until everybody has had a chance to speak at least one of the parts. Keep this exercise going as long as you have time. Get the most out of this individual performance and when your turn comes, speak clearly and with feeling. The Guide will correct any errors he hears by asking you to repeat. Make every effort to satisfy him with your pronunciation.

## SECTION E—CONVERSATION

### 1. Covering the German of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* of this unit. Cover up the German. Read the English silently and test yourself to see how many words and phrases you can say in German. Check the words you are uncertain about and after you have gone through the whole list, uncover the German and review them. Go through the list once more and continue for at least three times or until you can give the German readily for all the expressions. This

test is hard, but if you succeed in saying the German for all the sentences by merely looking at the English, you are doing well indeed. To make sure of this, after you are certain you know the material, pick out expressions at random and see if you can still speak the German quickly. As you practice, you must always speak the German aloud and try to imitate the pronunciation of your Guide as well as you can recall it.

### 2. Vocabulary Check-Up

*To the Group Leader:* Go to the *Basic Sentences*. Read to the group the English equivalents of the German expressions. Call on different students, not in any fixed order, asking for the correct German for the English. This check-up is to

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be conducted in the same way as the *Vocabulary Check-Up* of Section 2-E of Unit 1. If you have any question about the proper procedure, review the note *To the Group Leader* in that section. Remember not to spend any time talking about the *why* of the German; stick to the *how*.

In this section you are going to have your second chance to engage in conversation in German. Remember that this is the most useful part of your study. Therefore, you should make the greatest effort to do this part as well as you possibly can. Get perfectly clear what you are to do and then plunge into it with enthusiasm.

Before you begin the conversation, check yourself on your ability to speak the German you have learned up to this point. As in the *Vocabulary Check-Up* of Unit 1,

the leader of the Group will ask you to supply in turn the German expressions for the English equivalents which he reads from the *Basic Sentences*. Figure out how to say the German for each English phrase or sentence whether it is your turn to speak or not. Only in this way can you get the most value out of the *Check-Up*. If there is much of the German which you don't know, review the *Basic Sentences* at the first opportunity outside of the group meeting.

### 3. Conversation

*To the Group Leader:* This section represents the real purpose of the entire unit. The course is intended to teach you to speak German and to understand it when you hear it spoken. Follow the instructions and give all the time you can to free conversation practice. Any members of the group who have special difficulty recalling the German words and phrases they need to express a meaning should be told to do more work with the *Useful Words and Phrases* and *Basic Sentences*. They need, in particular, more practice in covering the German and recalling it when they read the English. Practice in getting the meaning of the *Listening In* records will also help. Arrangements should be made for students to play and listen to the records whenever they can between meetings of the group.

Then turn to the outlined conversations which follow. Assign parts and ask the students to act them out. Vary the situations and suggest to the students that they vary the German slightly as they gain confidence in their speaking. Remember to keep the speaking loud enough so that everyone can hear. See that everyone is listening and trying to understand the German that is being spoken.

The Leader will assign parts and will ask you to reproduce the conversational situations which follow. Act your part. Don't be afraid to vary the conversation if you are sure of your German and use the German you

have learned in Unit 1 as well as that of Unit 2. Continue this practice until everyone can speak any part of the conversations even though slight changes in the situations are introduced.

1. *You meet Mrs. Koenig on the street and exchange greetings with her:*

1. She says how do you do, asks how you are.
2. You say how do you do, you're fine thanks, how are she and Mr. Koenig?
3. She says they're fine, thanks, and asks where you're going?
4. You say you're just going to the movies.
5. She says, yes? and whom are you going with?

2. *The policeman who arrested you for going through a red light has taken you to the police station. The sergeant there questions you:*

Who are you?—Say you're an American.

What's your name?—Give him your real name.

Where do you come from?—Tell him your home town.

Where are you living now?—Tell him Berlin.

Where do you live there?—Tell him the Palace Hotel.

What are you doing in Berlin?—Tell him you're learning German

Throw yourself into these conversations. Do the best you can with pronunciation and with the German, but don't worry too much about mistakes. Think more of acting your part and speaking smoothly and as though

6. You say you're going with Miss Mueller; does she know her?

7. She says, Miss Mueller? No, she guesses she doesn't know her. Is Miss Mueller's father named Fritz?

8. You say yes, his name is Fritz Mueller.

9. She says she doesn't know Miss Mueller, but thinks she knows Miss Mueller's parents.

Whom do you know in Berlin?—Say you know Mr. Schneider.

Do you know Mr. Schneider?—Yes, you know him.

How is he?—He's fine.

And how's Mrs. Schneider?—She's fine too

(Mr. Schneider turns out to be the Chief of Police, so you're all set.)

you must mean what you are saying. The Guide will help you correct your errors. If you can do this work well, it means that you are actually conversing in German, and that is your chief aim in this course.

## SECTION F—CONVERSATION (*Cont.*)

Read again the instructions given in Section F of the preceding unit. Then continue the conversations which you started in Section E of this unit (2).

Take every opportunity between now and the next meeting of the group to try out your German on other

members of the group or on native speakers around you. Carry on conversations with them whenever you get a chance. Ask questions. At this stage of the game, don't try to use phrases or sentences which are different from those you have learned thus far in this course.

### FINDER LIST

This is a complete alphabetical list of all the words and expressions used in this unit which are in any way new or unusual. The conventional spelling is enclosed in parentheses after each entry. From now on we shall not repeat words which have been drilled sufficiently in previous units. This list is for reference only, but you should know all these before going on to the next unit.

AHber (aber) 'but'; ahber nahTÜHR-lich 'why of course'

AKH (ach) 'oh'

ALLe (alle) 'all'

(dass) ahMEHrihkah (Amerika) 'America'

dehr ahmehrihKAHner (Amerikaner) 'American (man)'

dih ahmehrihKAHnerinn (Amerikanerin) 'American (woman)'

AUS (aus) 'out of'; aus ahMEHrihkah, aus berLIHN 'from America, from Berlin' (meaning 'I come from there, that's my home country, city')

BAIde (beide) 'both'

(dass) berLIHN (Berlin) 'Berlin'

BINN (bin) 'am'

DENN (denn): often used in questions, meaning something like 'do tell me'

(dass) DOITSH-lant (Deutschland) 'Germany'

DOKH (doch) (intensifier): kommen zih dokh MITT unss 'do come with us'; zih können dokh DOITSH fer-shtehen! 'you can (certainly) understand German, can't you?'

DÜRFen (ich DARF) (dürfen, darf) 'may, be allowed to'



EHR (er) 'he'; 1 EHR, 2 IHN, 3 IHM (er, ihn, ihm)

ELtern (Ėltern) 'parents'

(dass) ENG-lish (Ėngliŝ) 'English (language)'

dehr FAHter (Ėater) 'father'

FOHR-shtellen (vorŝtellen) 'introduce, present'

'dehr) FRITS (Ėritŝ) 'Fritz'

GLAUben (glauben) 'believe'

geRAHde (gerade) 'just'

HAIssen (heiŝen) 'be called'; ich HAIŝse 'my name is'

(dehr) HANSS (Ėanŝ) 'Hans'

HEHR (her) 'to here'; voh . . . HEHR? 'from where?'

HINN (hin) 'to there'; voh . . . HINN? 'to where?'

ICH (iŝ) 'I'; 1 ICH, 2 MICH, 3 MIHR (iŝ, miŝ, mir)

IHR (Ėhr): before *dehr*- and *dass*-words IHR, before *dih*-words and plurals IHre 'your'

IMM (im): before *dehr*- and *dass*-words 'in the'

INN (in) 'in'; inss KIHnoh (short for inn dass KIHnoh) 'to the movies'

KAIN (kein) 'no, not a, not any'

KENNeN (kennen) 'be acquainted with, know (a thing or person)'

dass KIHnoh (Ėino) 'movie-theater'; inss KIHnoh 'to the movies'

KOMMeN (kommen) 'come'

KÖNNen (ich kann) (können, fann) 'can, be able'

LAIder (leider) 'unfortunately'

LERnen (lernen) 'learn'

MAIer (Meyer) 'Meyer'

MAIN (mein): before *dehr*- and *dass*-words MAIN, before *dih*-words and plurals MAIne 'my'

MAKHen (machen) 'make, do'

dehr MANN (Mann) 'man, husband'

MITT (mit) plus form 3 'with'

dih MUTTer (Mutter) 'mother'

dehr NAHme (Name) 'name'  
 nahTÜHR-lich (natürlīch) 'natural(ly), of course'  
 NUHR (nur) 'only'  
 dass paLAST hohtell (Palast Hotel) 'Palace Hotel'  
 SHNAIder (Schneider) 'Schneider'  
 SHNELL (schnell) 'fast'  
 SHOHN (schon) 'already'  
 SHPRECHen (ehr SHPRICHT) (sprechen,  
 sprich) 'speak, talk'  
 TSUH (zu) 'too', as in tsuh SHNELL 'too  
 fast' ('too, also' = AUKH)

tsuh-ZAMMen (zusammen) 'together'

VAHR (wahr) 'true'; nicht VAHR? 'don't you,  
 isn't he, aren't they?' etc.

VEHR (wer) 'who'; 1 VEHR, 2 VEHN, 3  
 VEHM (wer, wen, wem)

VIHR (wir) 'we'; 1 VIHR, 2 UNSS, 3 UNSS  
 (wir, uns, uns)

VOHnen (wohnen) 'live'

YETST (jetzt) 'now'

(1) ZIH (sie) 'she'; 1 ZIH, 2 ZIH, 3 IHR (sie, sie, ihr)

(2) ZIH (Sie, sie) 'you, they'; 1 ZIH, 2 ZIH, 3  
 IHnen (Sie, Sie, Ihnen; sie, sie, ihnen)

# UNIT 3

## SEEING THE SIGHTS

### SECTION A—BASIC SENTENCES

*To the Group Leader:* Read carefully the note to the Leader in Section A of Unit 2. Then go through the *Basic Sentences* once, and take up the *Hints on Pronunciation*. Go through the *Basic Sentences* at least twice more individually, paying especial attention to pronunciation.

Go through the *Basic Sentences*, in unison, in the same way you did for Section A of the preceding unit. Be sure to put plenty of life into your repetition of the sentences. After you have gone through the *Basic Sentences* once in unison and have done the *Hints on*

*Pronunciation*, come back to the *Basic Sentences*. Pay particular attention to the points of pronunciation you have just been working on and go through the sentences at least twice more individually.

#### 1. Basic Sentences

*Meyer and Schneider make a day of it, going first to the station, then to the bank, then for a walk through town to see the sights, and finally to a restaurant.*

—ENGLISH EQUIVALENTS—

—AIDS TO LISTENING—

—CONVENTIONAL SPELLING—

Unit 3, Record Side 1, beginning. (78 RPM)

(33½ RPM) Record Side 3, beginning.

want-to  
today  
go-there  
*Where'll we go today?*

*Meyer*  
VOLLen  
HOIte  
HINN-gehen  
voh vollen vihr hoite  
HINN-gehen?

wollen  
heute  
hingehen  
Wo wollen wir heute hingehen?

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(I) want-to  
first  
to-the  
*I want to go to the station first,*

then  
to-the  
bank  
in-order  
to  
change  
*and then to the bank,  
(in order) to change some money.*

know  
*Do you know where the station is?*

(I) know  
*No, I don't know ('I know it not').*

(I) must  
the (form 2 of dehr)  
hotel-clerk  
ask  
*I'll have to ask the clerk.*

# Schneider

VILL  
EHRST  
TSUMM (= tsuh dehm)  
ich vill ehrst tsumm BAHN-hohf  
gehen,

DANN  
TSURR (= tsuh dehr)  
BANGK (dih)  
UMM  
TSUH  
VEKseln  
unt dann tsurr BANGK, umm  
ett-vass GELT tsuh vekseln.

# Meyer

VISSen  
vissen ZIH voh dehr BAHN-hohf  
ist?

# Schneider

VAISS  
NAIN, ich VAISS ess nicht.

MUSS  
DEHN  
porTYEH (dehr)  
FRAHgen  
ich muss dehn porTYEH  
frahgen.

will  
erst  
zum (= zu dem)  
Ich will erst zum Bahnhof gehen

dann  
zur (= zu der)  
Bank (die)  
um  
zu  
wechseln  
und dann zur Bank, um etwas Geld zu  
wechseln.

wissen  
Wissen Sie wo der Bahnhof ist?

weiß  
Nein, ich weiß es nicht.

muß  
den  
Portier (der)  
fragen  
Ich muß den Portier fragen.

*perhaps*  
*a*  
*map-of-the-city ('city-plan')*  
*give*  
*Perhaps he can give me a map of*  
*the city.*

*To the clerk:*  
*Where's the station, please?*

*the (form 3 of dih)*  
*Kaiser-Street*  
*It's on ('in the') Kaiser St.*

*(the) best*  
*to-there*  
*What's the best way to get there*  
*('how comes one the best to there')?*

*must*  
*into*  
*the*  
*city*  
*go (in a vehicle)*  
*You'll have to go down town ('into*  
*the city').*

fihLAICHT  
AInen  
SHTATT-plahn (dehr)  
GEHben  
fihlaicht kann ehr mihr ainen  
SHTATT-plahn gehen.

voh ist dehr BAHN-hohf, bitte?

*Hotel Clerk*  
DEHR  
KAIZer-shtrahsse (dih)  
ehr ist inn dehr KAIZer-shtrahsse.

*Schneider*  
amm BESTen  
dah-HINN  
vih kommt mann amm besten  
dah-HINN?

*Hotel Clerk*  
MÜSSen  
INN  
DIH  
SHTATT (dih)  
FAHren  
zih müssen inn dih SHTATT  
fahren.

vielleicht  
einen  
Stadtplan (der)  
geben  
Vielleicht kann er mir einen Stadtplan  
geben.

Wo ist der Bahnhof, bitte?

der  
Kaiserstraße (die)  
Er ist in der Kaiserstraße.

am besten  
dahin  
Wie kommt man am besten dahin?

müssen  
in  
die  
Stadt (die)  
fahren  
Sie müssen in die Stadt fahren.

### Unit 3, Record Side 2, beginning. (78 RPM)

*either*  
*the (form 3 of dehr)*  
*bus ('auto-bus')*  
*the (form 3 of dih)*  
*street-railway*

*You can go either by bus or by  
street car ('with the autobus or with  
the street-railway').*

*stops*  
*on*  
*the (form 3 of dih)*  
*other*  
*side*  
*of-the*  
*street*

*The bus stops on the other side of the  
street,*

*the street-car-stop*

*at*  
*the (form 3 of dih)*  
*corner*

*and the street car stop is over there at  
the corner.*

ENT-vehder  
DEHM  
AUtoh-buss (dehr)  
DEHR  
SHTRAHssen-bahn (dih)

zih können ent-vehder mitt dehm  
AUtoh-buss ohder mitt dehr  
SHTRAHssen-bahn fahren.

HELT  
AUF  
DEHR  
ANderen  
ZAIt (dih)  
DEHR  
SHTRAHsse (dih)

dehr AUtoh-buss helt auf  
dehr anderen zaite dehr  
SHTRAHsse,

dih SHTRAHssen-bahn-  
-HALte-shtelle

ANN  
DEHR  
ECKe (dih)

unt dih SHTRAHssen-bahn-halte-  
-shtelle ist dah DRÜHben  
ann dehr ECKe.

entweder  
dem  
Autobus (der)  
der  
Straßenbahn (die)

Sie können entweder mit dem Autobus  
oder mit der Straßenbahn fahren.

hält  
auf  
der  
anderen  
Seite (die)  
der  
Straße (die)

Der Autobus hält auf der anderen  
Seite der Straße,

die Straßenbahnhaltestelle

an  
der  
Ecke (die)

und die Straßenbahnhaltestelle ist da  
drüben an der Ecke.

	<i>Schneider</i>	
<i>Thanks a lot ('thanks very').</i>	DANGke zehr.	Danke sehr.

	<i>Hotel Clerk</i>	
<i>You're quite welcome ('please very').</i>	BITTE zehr.	Bitte sehr.

*After they have been to the station and the bank:*

	<i>Meyer</i>	
walk through the	shpaTSIHR-gang (dehr) DÜRCH DIH	Spaziergang (der) durch die
<i>Let's take ('we want to make') a walk now through the city.</i>	vihr vollen yetst ainen shpatsihr- -gang durch dih SHTATT makhen.	Wir wollen jetzt einen Spaziergang durch die Stadt machen.

there is ('it gives') see	ess GIPT ZEHen	eß gibt sehen
<i>What is there to see (here)?</i>	vass gipt ess denn hihr tsuh ZEHen?	Was gibt es denn hier zu sehen?

	<i>Schneider</i>	
the cathedral is-supposed-to famous be	dehr DOHM ZOLL be-RÜHMT ZAIN	der Dom soll berühmt sein
<i>They say the cathedral is very famous.</i>	dehr DOHM zoll zehr be-RÜHMT zain.	Der Dom soll sehr berühmt sein.



*have*  
*Have you got the map of the city*  
*with you ('have you the city-plan*  
*here')?*

*on-it ('thereon')*  
*find*  
*Yes, but I can't find the cathedral*  
*on it.*

*policeman (with ending -en)*  
*Let's ask that policeman there.*

### Unit 3, Record Side 3, beginning. (78 RPM)

*sergeant ('Mr. Watchmaster')*  
*look-for ('seek')*  
*Excuse me, officer, we're looking for*  
*the cathedral.*

*That's the cathedral over there.*

*beside-it*  
*What's that beside it?*

66 [3-A]

*Meyer*  
HAHben  
haben zih dehn SHTATT-plahn  
hihr?

*Schneider*  
dahraUF  
FINden  
YAH, ahber ich kann dehn  
DOHM dahrauf nicht finden.  
pohlihTSISTen (dehr)  
vihr vollen dehn pohlihTSISTen  
dort frahgen.

herr VAKHT-maister  
ZUHkhen  
fer-TSAIung, herr VAKHT-  
-maister, vihr zuhkhen dehn  
DOHM.

*Policeman*  
dass ist dehr DOHM dah  
DRÜHben.

*Schneider*  
dah-NEHben  
vass ist dass dah-NEHben?

haben  
Haben Sie den Stadtplan hier?

darauF  
finden  
Ja, aber ich kann den Dom darauf nicht  
finden.  
Polizist(en) (der)  
Wir wollen den Polizisten dort fragen.

Herr Wachtmeister  
suchen  
Verzeihung, Herr Wachtmeister, wir su-  
chen den Dom.

Das ist der Dom da drüben.

daneben  
Was ist das daneben?

*Beside what ('where-beside')?*

*Policeman*  
VOH-nehben?

Woneben?

*beside*  
*the (form 3 of dehr)*  
*Beside the cathedral.*

*Schneider*  
NEHben  
DEHM  
nehben dehm DOHM.

neben  
dem  
Neben dem Dom.

*from-the*  
*the university*  
*To the left of the ('left from-the')*  
*cathedral is the university,*

*Policeman*  
FOMM (=fonn dehm)  
dih uhnihverzihTEHT  
LINGKS fomm dohm ist dih  
uhnihverzihTEHT,

vom (= von dem)  
die Univerſität  
Links vom Dom iſt die Univerſität,

*from-it ('therefrom')*  
*the museum*  
*and to the right of it ('right there-*  
*from') is the museum.*

dah-FONN  
dass muhZEHum  
unt RECHTS dah-fonn ist dass  
muhZEHum.

davon  
daß Muſeum  
und rechts davon iſt daß Muſeum.

*After they have seen the cathedral:*

*park*  
*Now we're going into the park.*

*Schneider*  
PARK (dehr)  
yetst gehen vihr inn dehn PARK.

Park (der)  
Jetzt gehen wir in den Park.

*Why?*

*Meyer*  
vahRUMM?

Warum?

## Schneider

*a*  
good  
café  
*There's ('it is') a good*  
*café there,*

*awful*  
*thirst*  
*and I'm awfully thirsty ('I have an*  
*awful thirst').*

AIN  
GUHtes  
kaFEH (dass)  
ess ist ain GUHtes  
kaFEH dort,

FURCHT-bahren  
DURST (dehr)  
unt ich hahbe ainen  
FURCHT-bahren DURST.

ein  
gutes  
Café (das)  
Es ist ein gutes Café dort,

furchtbaren  
Durst (der)  
und ich habe einen furchtbaren Durst.

Before you go through the *Basic Sentences* a second time study the following:

## 2. Hints on Pronunciation

### 1. The German *l*.

Pronounce out loud the following two English words: *mill*, *million*. Do you hear any difference between the *l*-sound in *mill* and that in *million*? In words like *mill* we all pronounce a kind of hollow-sounding *l*; when you say it, you can feel that the top of your tongue is hollowed out like the inside of a spoon. In words like *million*, however, most of us use a different kind of *l*; the top of the tongue is higher and much flatter. Say

the word *million* several times, very slowly, and then try to leave the *-ion* off the end: *mill(ion)*. This second type of *l* is the one the Germans always use. Listen to your Guide (or the speaker on the records) as he pronounces the *l*'s in the following words, and repeat right after him, imitating him as well as you can. If you can make a clear difference between the German word *HELL* 'bright (as of colors)' and English *hell*, then you have really got the German sound.

## PRACTICE 1

**Unit 3, Record Side 3, after 1st spiral. (78 RPM)**

HELL  
ich VILL  
68 [3-A]

hell  
ich mill

**(33½ RPM) Record Side 3, after 1st spiral.**

*bright (new word)*  
*I want-~~io~~*

dih HALte-shtelle ist LINGKs.  
vihr zollen ALLe SHNELl inss  
hohTELL gehen.

Die Haltestelle ist links.  
Wir sollen alle schnell ins Hotel  
gehen.

*The (bus or street car) stop is to the left.  
We're all supposed to go quickly into  
the hotel.*

## 2. Vowel combinations.

German has three vowel combinations: *ai*, *au*, and *oi*.  
All three of them are very much like our English  
sounds, except that the German ones are shorter; don't  
ever drawl them.

*ai* This is like our *ai* in *aisle*, or our *i* in *bite*, only  
shorter. If you are a Southerner, be careful not  
to make this sound like *ah*.

*au* This is like our *ou* in *house*, *mouse*, only shorter.  
Many Americans, however, pronounce the *ou*

in these words as if it were made up of the *a*  
in *bad* plus the *u* in *rule*. Be sure not to do this  
in German; make it like the *a* in *far* plus the *u*  
in *rule*.

*oi* This is like our *oi* in *oil* or *Detroit*, only shorter.

Now listen to the way your Guide (or the speaker  
on the records) says these sounds. Repeat each word  
or phrase right after him, imitating him as well as you  
can.

## PRACTICE 2

### Unit 3, Record Side 3, after 2nd spiral. (78 RPM)

VAIN

fer-TSAIung, haissen zih  
SHNAIder ohder MAIer?

Wein

Verzeihung, heißen Sie Schneider  
oder Meyer?

wine

*Excuse me, is your name Schneider or  
Meyer?*

AUS

ich glaube dih FRAU ist AUKH  
imm AUtoh-buss.

auß

Ich glaube, die Frau ist auch im  
Autobus.

out-of

*I think the woman is also in the bus.*

NOIN

HOItte inn DOITSH-lant

neun

heute in Deutschland

nine

*today in Germany*

[3-A] 69

Now go through the *Basic Sentences* once more individually, and with your book open. As you repeat after your Guide, keep your eyes on the *Aids to Listening* and note in particular the examples of the sounds discussed. Again do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally, go through the *Basic Sentences* at least once again individually. Keep your book closed, listen carefully to your Guide and make sure that your pronunciation satisfies him.

### 3. Check Yourself

Can you make a clear difference between the English word *hell* and the German word *HELL* 'bright'?

Can you pronounce the three German vowel combinations?

Are you sure that you make them good and short, and don't ever drawl them?

## SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

### 1. Word Study (Individual Study)

As in Section B1 of Unit 2, read the words and expressions in each list and make sure that you understand the meaning of the German. Then read the com-

ments which follow each list. When you have finished the *Word Study* ask other members of the group about points which are not clear to you.

#### A. THE THREE KINDS OF GERMAN NOUNS

	<i>noun- modifier</i>	<i>noun</i>	<i>noun- replacer</i>	
VOH ist	{ <b>dehr</b>	BAHN-hohf?	{ <b>ehr</b> <b>ess</b> <b>zih</b> }	ist DORT.
	{ <b>dass</b>	restohRANG?		
	{ <b>dih</b>	twaLETTe?		

Where is	{ the station?	{ It It It }	is there.
	{ the restaurant?		
	{ the toilet?		

70 [3-B]

	<i>noun- modifier</i>	<i>noun</i>	<i>noun- replacer</i>	
VIH ist	{ <b>dehr</b> VAIN? <b>dass</b> BIHR? <b>dih</b> MILCH?		{ <b>ehr</b> <b>ess</b> <b>zih</b>	ist GUHT.
VOH ist	{ <b>dehr</b> MANN? <b>dass</b> FROI-lain? <b>dih</b> FRAU?		{ <b>ehr</b> <b>zih</b> <b>zih</b>	ist HIHR.

There are three kinds of nouns in German: *dehr*-words are modified by *DEHR* and replaced by *EHR*; *dass*-words are modified by *DASS* and replaced by *ESS*; and *dih*-words are modified by *DIH* and replaced by *ZIH*. The only irregularity in this scheme is that *dass*-words which refer to girls and women are usually replaced by *ZIH*, rather than by *ESS*.

Sometimes the meaning of a noun will tell you which of these three types it belongs to. Most nouns that refer to men and boys are *dehr*-words: *dehr MANN* 'man, husband', *dehr FAHter* 'father', *dehr ahmehrih-KAHner* 'American (man)'; most nouns that refer to women and girls are *dih*-words: *dih FRAU* 'woman, wife', *dih MUTTer* 'mother', *dih ahmehrihKAHnerinn* 'American (woman)'. Sometimes the form of a noun will tell you which type it belongs to. All nouns that end in the suffix *-lain* are *dass*-words: *dass FROI-lain* 'Miss, waitress, salesgirl'; all nouns that end in the suffix *-ung* are *dih*-words: *dih fer-TSAIung* 'pardon'. A great many nouns that end in *-e* are *dih*-words: *dih*

How is { the wine?      It  
the beer?      It } is good.  
the milk?      It

Where is { the man?      He  
the waitress?      She } is here.  
the woman?      She

*ECKe* 'corner', *dih HALte-shtelle* '(bus or trolley) stop', *dih SHTRAHsse* 'street', *dih tsihgahRETTe* 'cigarette', *dih twaLETTe* 'toilet', *dih ZAIt* 'side' (but *dehr NAHme* 'name').

If a noun refers to a thing rather than to a person, it is usually impossible to know which of these three types it will belong to. And yet it is obvious that you have to know this before you can use a noun. For the Germans this is an easy matter; they have grown up using these three kinds of nouns, and since they have never heard anything but the right thing, they would have to go out of their way to make a mistake. With us the matter is different. What we shall have to do is to remember that the word for 'beer', for example, is not *BIHR*, but *dass BIHR*, etc. Always learn new words this way. Usually the *Basic Sentences* will tell you which kind of word a new noun is. If they don't, be sure to look it up in the *Finder List*, where every noun is listed with a *DEHR*, *DASS*, or *DIH* in front of it.

## B. FORMS 1, 2, AND 3 OF NOUNS

**Form 1**

**dehr MANN  
dass FROI-lain  
dih FRAU** } **KOMMT.**

The man  
The waitress  
The woman } is coming.

*Form 2*

ehr fer-SHTEHT } { **dehn** MANN.  
ehr KENNT } { **dass** FROI-lain.  
 } { **dih** FRAU.

He understands } { the man.  
He knows } { the waitress.  
                  } { the woman.

## Form 3

vih GEHT ess { **dehm** MANN?  
**dehm** FROI-lain?  
**dehr** FRAU?

How goes it in regard to { the man?  
the waitress?  
the woman?

**Summary:** before *dehr*-words

1. dehr
2. dehn
3. dehm

*dass*-words

dass  
dass  
dehm

*dih*-words

dih  
dih  
dehr

**Nouns** have the same three forms as pronouns. The **noun-modifiers** change from one form to another, though usually the nouns themselves remain unchanged. The only exceptions are a few *dehr*-words which add an *-n* or *-en* in forms 2 and 3: *dehr* *HERR*, but *dehn*, *dehm* *HERRN* 'Mr., gentleman'; *dehr* *NAHme*, but *dehn*, *dehm* *NAHmen* 'name'; *dehr* *pohlih-TSIST*, but *dehn*, *dehm* *pohlihTSISTen* 'policeman'.

**The three forms of nouns have just the same uses**

as the three forms of pronouns. Form 1 is used for the subject of a sentence; it is also used after the verb *be*: *ZINT ZIH dehr portYEH?* 'are you the portier?'; *DASS ist dehr BAHN-hohf* 'that's the station'; etc. Form 2 is used for the object of most verbs. Form 3 is used for the person in regard to whom a statement is made. For the use of forms 2 and 3 after prepositions, see below.



## C. PREPOSITIONS

Words like *with, from, to, on* are called PREPOSITIONS. The noun or pronoun that follows a preposition is called the OBJECT of the preposition: *with ME, from THE BANK*, etc.

### *Prepositions followed by form 2*

**DURCH:** ehr MAKHT ainen shpaTSIHR-gang **durch dih SHTATT.** He takes a walk through the city.

The preposition *DURCH* is always followed by an object in form 2.

### *Prepositions followed by form 3*

<b>AUS:</b>	ehr KOMMT aus dehm PARK.	He comes out of the park.
<b>FONN:</b>	KOMMen zih fomm (= fonn dehm) hohTELL ohder fonn dehr uhnihverzihTEHT?	Are you coming from the hotel or from the university?
<b>MITT:</b>	zih können ENT-vehder mitt dehm AUtoh-buss ohder mitt dehr SHTRAHssen-bahn fahren.	You can go either by ('with the') bus or by ('with the') trolley.
<b>TSUH:</b>	ich vill EHRST tsumm (= tsuh dehm) BAHN-hohf unt DANN tsurr (= tsuh dehr) BANGK gehen.	I want to go first to the station and then to the bank.

The prepositions *AUS, FONN, MITT, TSUH* are always followed by an object in form 3. Notice the shortenings that are usually made: *FOMM* (for *fonn dehm*), *TSUMM* (for *tsuh dehm*), and *TSURR* (for *tsuh dehr*).

### *Prepositions followed by forms 2 and 3*

#### *If answering the question 'to what place?', form 2*

<b>ANN:</b>	ehr GEHT ann dih ECKe.	He goes up-to the corner.
<b>AUF:</b>	ehr GEHT auf dih ANDere ZAIt dehr SHTRAHsse.	He goes [over] onto the other side of the street.

<b>INN:</b>	ehr FEHRT <b>inn dih SHTATT</b> unt GEHT <b>inss</b> (= inn dass) <b>KIHnoh</b> .	He drives down town ('into the city') and goes to ('into') the movies.
<b>NEHben:</b>	ehr FEHRT dehn AUtoh-buss <b>NEHben dehn</b> <b>BAHN-hohf</b> .	He drives the bus up-beside the station.
<i>If answering the question 'in what place?', form 3</i>		
<b>ANN:</b>	dehr AUtoh-buss HELT <b>ann dehr ECKe</b> .	The bus stops at the corner.
<b>AUF:</b>	ehr VOHNT <b>auf dehr ANderen ZAIt</b> dehr SHTRAHsse.	He lives on the other side of the street.
<b>INN:</b>	ehr ist YETST <b>inn dehr SHTATT</b> ; ehr ist <b>imm</b> (= inn dehm) <b>KIHnoh</b> .	He is now down town ('in the city'); he's in the movies.
<b>NEHben:</b>	dass muhZEHum ist <b>nehben dehm DOHM</b> .	The museum is beside the cathedral.

The prepositions *ANN*, *AUF*, *INN*, *NEHben* are followed by an object in form 2 if they answer the question 'to what place?'; they are followed by an object in form 3 if they answer the question 'in what place?'. Hence *ehr GEHT inn dehn PARK* (form 2) will mean 'he is walking into the park', but *ehr GEHT imm* (= *inn dehm*) *PARK* (form 3) will mean 'he is walking [around] in the park'. Common shortenings are *IMM* (for *inn dehm*) and *AMM* (for *ann dehm*). In addition, the word *DASS* may be shortened to *SS* after any preposition: *ANSS* (for *ann dass*), *INSS* (for *inn dass*), *DURCHSS* (for *durch dass*), etc.

As long as you are talking about people, you can use any of the above prepositions with a pronoun: *MITT ihm* 'with him', *NEHben ihnen* 'beside them' (or 'you'), *auf VEHM?* 'on whom?', etc. If you are talking about things, however, you use special little words that are made up of *dah-* and *voh-* plus the preposition (*dahr-* and *vohr-* if the preposition begins with a vowel): *dah-MITT* 'with it, them', *voh-MITT?* 'with what?'; *dah-NEHben* 'beside it, them', *voh-NEHben?* 'beside what?'; *dahrAUF* 'on it, them', *vohrAUF?* 'on what?'; etc. (Compare such old-fashioned English words as *therewith*, *wherewith*, etc.)

## D. WORD ORDER

### *Normal word order*

<u>main MANN</u> unt <u>ICH VOLLen</u> HOIt inss KIHnoh gehen.	My husband and I want to go to the movies today.
1                      2	

YAH, ich HAHbe dehn PLAHN, ahber ich KANN dehn  
 1 2 1 2  
 DOHM dahrAUF nicht FINDen.

Yes, I have the map, but I can't find the cathedral on it.

*Inverted word order*

HOIt VOLLen main MANN unt ICH inss KIHnoh gehen.  
 1 2 3

Today my husband and I want to go to the movies.

YAH, dehn PLAHN HAHbe ich, ahber dehn DOHM  
 1 2 3 1  
KANN ich dahrAUF nicht FINDen.  
 2 3

Yes, I have the map, but I can't find the cathedral on it.

In a German statement (not a question or a command), the verb is always the second element. Normally the subject is the first element. If some other element comes first, the verb stays in second position, and the subject shifts around behind to third position. (Notice

that introductory words like *YAH* and *NAIN*, and sentence connectors like *AHber* and *UNT* do not affect the word order.) Adverbs like *HOIt* very often come first, as in English; nouns and pronouns are often said first for the sake of emphasis.

E. NEW IRREGULAR VERBS

Like English *say, he says* (= *sezz*):

'go (in a vehicle)'

FAHren  
 FAHre  
 FEHRT

'give'

GEHben  
 GEHbe  
 GIPT

'stop'

HALten  
 HALte  
 HELT

'see'

ZEHen  
 ZEHe  
 ZIHT

Like English *can, he can*:

'must'

MÜSSen  
 MUSS  
 MUSS

'know'

VISSen  
 VAISS  
 VAISS

'want to'

VOLLen  
 VILL  
 VILL

'be supposed to'

ZOLLen  
 ZOLL  
 ZOLL

Read aloud several times all the examples given in this section on *Word Study*. Then cover the English and see if you know the meaning of every item. Repeat this operation until you are sure that you know every expression. As a final test, cover the German and see if you can say the German expression simply by looking at the English.

Before you go on to the next section, turn back to the *Basic Sentences* and look for examples of the things that have just been explained to you. Look first for examples of inverted word order. Then examine all

the prepositions and the nouns that follow them. Can you explain why the noun is in form 2 (or form 3, as the case may be)? Finally, examine all the nouns and see if you can tell which type each one belongs to. Notice, for example, that the phrase *tsurr BANGK* shows you quite clearly that *BANGK* is a *dih*-word; or that *inn dehn DOHM* shows you that *DOHM* is a *dehr*-word. If the *Basic Sentences* don't show you what kind of word a noun is, be sure to look it up in the *Finder List*. Remember that you have to have this information on every noun; if you don't, you can't use it.

## 2. Covering English and German of Word Study (Individual Study)

Before you leave the *Word Study*, cover the English equivalents in each list and make sure that you know the meaning of every German expression. Then cover

the German and see if you can say each German expression when you are looking only at the English.

## 3. Review of Basic Sentences

Review the first half of the *Basic Sentences*. Repeat individually with books closed. Work always to perfect your pronunciation; keep the meaning in mind; and

observe examples of the points in *Word Study* you have just covered.

## SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

### 1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*. Follow the procedure suggested above.

### 2. Covering the English of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* in Section A, cover the English and test yourself by reading the German,

just as you did in Section C of the previous unit. If you are not sure about the meaning of any words

or phrases, when you have finished reading the *Basic Sentences* aloud, uncover the English and look up their

meaning. Keep this up until you know all the meanings completely.

### 3. What Would You Say? (Individual Study)

In the following exercise you have certain situations presented for which you are to choose the correct expression in German. Read the situation, repeat aloud

all the solutions for each situation, and then indicate for the next class meeting the answer which you consider the most appropriate.

1. *You and a friend are staying at the Palace Hotel. You ask him whether he'd like to take a walk through the city:*

- a. VOLLen zih HOIte inss muhZEHum gehen?
- b. MÖCHten zih gern ainen shpaTSIHR-gang durch dih SHTATT makhen?
- c. VOHnen zih YETST imm paLAST hohtell?

2. *He says he'd like to, and asks where you want to go:*

- a. YAH, GERne. voh MÖCHten zih denn HINN-gehen?
- b. NAIN DANGke. ich KENNe dih SHTATT SHOHN ZEHR GUHT.
- c. VIH BITTe? VASS vollen zih MAKHen?

3. *You say the museum is supposed to be very famous:*

- a. dass muhZEHum ist inn dehr SHTATT.
- b. dass muhZEHum zoli zehr be-RÜHMT zain.

c. HOIte KÖNNen vihr NICHT inss muhZEHum gehen.

4. *But you add that you don't know where it is:*

- a. ich KENNe dass muhZEHum NICHT ZEHR GUHT.
- b. ich VAISS nicht vih ehr HAISST.
- c. ahber ich VAISS nicht voh ess IST.

5. *He says you'll have to ask the portier:*

- a. dehr porTYEH muss dehn NAHmen vissen.
- b. fihLAICHT vaiss dehr porTYEH voh ess IST.
- c. dann MÜSSen vihr dehn porTYEH HIHR imm hohTELL frahgen.

6. *The portier tells you to take a trolley to Kaiser St.:*

- a. FAHren zih mitt dehr SHTRAHssen-bahn inn dih KAIszer-shtrahsse.

- b. GEHen zih geRAHde AUS; ess ist NEHben dehr uhnihverzihTEHT.
- c. dehr DOHM ist inn dehr KAIzer-shtrahsse, ahber ich VAISS NICHT voh dass muhZEHum ist.

7. *You come out of the museum, you discover you've forgotten where the hotel is. So you ask a stranger:*

- a. BITTe schön, zih VOHnen imm paLAST hohtell, nicht VAHR?
- b. KOMMen zih aus ahMEHrihkah, ohder VOHnen zih imm paLAST hohtell?
- c. fer-TSAIung, KÖNNen zih mihr bitte ZAHgen voh dass paLAST hohtell IST?

8. *The man replies that he doesn't know; he's a stranger here himself:*

- a. ess ist NICHT inn dehr KAIzer-shtrahsse; ich VOHne DORT.
- b. dass VAISS ich leider NICHT; ich VOHne AUKH nicht HIHR.
- c. ich KENNe die SHTATT ZEHR GUHT; ess ist dah DRÜHben.

9. *He suggests that you ask the cop on the corner:*

- a. GEHen zih tsuh dehm porTYEH; EHR vaiss ess AUKH nicht.

- b. dehr pohlihTSIST ann dehr ECKe haisst SHULTse.
- c. FRAHgen zih dehn pohlihTSISTen dah DRÜHben ann dehr ECKe.

10. *You go to the cop, and he tells you where it is:*

- a. ess ist inn dehr KÖHnich-shtrahsse.
- b. DASS ist dehr DOHM dah DRÜHben; ZEHen zih IHN?
- c. ich KANN ess auf dehm SHTATT-plahn nicht FINDen.

11. *You ask him how to get there:*

- a. vih KOMMen vihr am Besten dah-HINN?
- b. VOHnen zih AUKH imm paLAST hohtell?
- c. VOLLen zih MITT unss kommen?

12. *He answers:*

- a. dih AUtoh-buss-HALte-shtelle ist DORT ann dehr ECKe.
- b. FAHren zih mitt dehr SHTRAHssen-bahn dah DRÜHben.
- c. zih KÖNNen leider NICHT mitt dehm AUtoh-buss fahren.

## SECTION D—LISTENING IN

### 1. What Did You Say?

*To the Group Leader:* Follow the same procedure as for Section D of Unit 2. Call on different students (not in any fixed order) to give their answers in German for the exercise *What Would You Say?* in Section C3 of this unit. Encourage them to give the answers directly and not from the books, if possible. Then check on the students' knowledge of the meaning in English of the different expressions in German.

Go back to the last exercises in the preceding section. The Leader will call for your answers in German for the exercises. If you can, give the correct answers without reading from the book. Other members of the

group will criticize the choice made if they disagree. The Leader will then call for the English equivalents of all the expressions in the exercises.

### 2. Word-Study Check-Up

*To the Group Leader:* Follow the same procedure as for this part of Section D of Unit 2. Call on various students for the correct German for the English equivalents of the expressions given in the *Word Study*. Make sure that all the students have learned the material thoroughly.

Go back to the *Word Study* in Section B. The Leader will ask different members of the group to give the correct German for the English equivalents of the expressions you went over in the *Word Study*.

Be sure you are able to give the correct form without having to read it from the book. If you have any difficulty, review the *Word Study* thoroughly.

### 3. Listening In

*To the Group Leader:* Follow the same procedure as for *Listening In* in Section D3 of Unit 2. Check up on meaning at the end of each conversation on the first time through; then, after the second time through, assign parts and have the students read the conversations.

Keep your book closed while the Guide reads the following conversations, or while they are played on the phonograph, and repeat the German immediately

after hearing it. At the end of each conversation, check up on the meaning of any word or phrase about which you are in doubt, either by asking some other member

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of the group or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again, with your books open, being sure to imitate carefully and to keep in

1. *Meyer asks a policeman how to get to the cathedral.*

**Unit 3, Record Side 4, beginning. (78 RPM)**

MAIer: fer-TSAIung, herr VAKHT-maister.  
können zih mihr bitte ZAHgen voh dehr  
DOHM ist?

pohlihTSIST: zih vollen dehn DOHM zehen?  
ehr ist inn dehr KAIzer-shtrahsse.

MAIer: ich kenne dih shtatt nicht zehr GUHT.  
vih kommt mann am besten dah-HINN?

pohlihTSIST: zih können mitt dehr SHTRAHssen-bahn fahren.

MAIer: fehrt dehr AUtoh-buss AUKH inn dih KAIzer-  
-shtrahsse?

pohlihTSIST: YAH, ehr fehrt AUKH dah-hinn.

MAIer: voh ist dih AUtoh-buss-halte-shtelle, bitte?

pohlihTSIST: dehr AUtoh-buss unt dih SHTRAHssen-bahn  
halten BAIda dah DRÜHben ann dehr ECKe.

MAIer: DANGke zehr, herr VAKHT-maister.

pohlihTSIST: BITTe zehr.

?? [3-D]

mind the meaning of everything you are saying. Then take turns speaking the parts. Make the conversations real. Say your part as though you meant it.

**(33½ RPM) Record Side 3, after 2nd spiral.**

Verzeihung, Herr Wachtmeister.  
Können Sie mir bitte sagen, wo der Dom ist?

Sie wollen den Dom sehen?  
Er ist in der Kaiserstraße.

Ich kenne die Stadt nicht sehr gut.  
Wie kommt man am besten dahin?

Sie können mit der Straßenbahn fahren.  
Fährt der Autobus auch in die Kaiserstraße?

Ja, er fährt auch dahin.  
Wo ist die Autobushaltestelle, bitte?

Der Autobus und die Straßenbahn halten beide da  
drüben an der Ecke.

Danke sehr, Herr Wachtmeister.  
Bitte sehr.

2. *Schneider is taking Meyer on a sightseeing trip. Just as they start, they see Mr. Koenig sitting in a café.*

**MAIer:**       vehr IST dehr mann dort?  
              ich glaube ich KENNe ihn,  
              ahber ich VAISS nicht   vih ehr HAISST.

**SHNAIder:**   dass ist herr KÖHnich.  
              ich glaube ehr ZIHT unss nicht.  
              guhten TAHK, herr KÖHnich.  
              vih GEHT ess ihnen?

**KÖHnich:**    AKH, guhten TAHK, herr SHNAIder!  
              GUHT, DANGke, unt IHnen?

**SHNAIder:**   darf ich ihnen herrn MAIer FOHR-shtellen?

**KÖHnich:**    ich glaube vihr KENNen unss shohn.  
              guhten TAHK, herr MAIer.

**SHNAIder:**   herr MAIer kennt berLIHN nicht zehr GUHT.  
              vihr VOLLen yetst ainen shpaTSIHR-gang durch  
              dih SHTATT makhen.

**KÖHnich:**    voh vollen zih denn HINN-gehen?

**SHNAIder:**   ehrst gehen vihr inss muhZEHum,  
              unt DANN   ent-vehder inn dehn DOHM  
              ohder inn dih uhnihverzihTEHT.

Wer ist der Mann dort?  
Ich glaube, ich kenne ihn,  
aber ich weiß nicht, wie er heißt.

Das ist Herr König.  
Ich glaube, er sieht uns nicht.  
Guten Tag, Herr König.  
Wie geht es Ihnen?

Ah, guten Tag, Herr Schneider!  
Gut, danke, und Ihnen?

Darf ich Ihnen Herrn Meyer vorstellen?

Ich glaube, wir kennen uns schon.  
Guten Tag, Herr Meyer.

Herr Meyer kennt Berlin nicht sehr gut.  
Wir wollen jetzt einen Spaziergang durch die Stadt  
machen.

Wo wollen Sie denn hingehen?

Erst gehen wir ins Museum,  
und dann entweder in den Dom oder in die  
Universität.

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3. *Mueller and a friend, Schulze, are sitting in a café. He's looking at a map of the city.*

MÜLLer: vass ZUHkhen zih denn?

SHULtse: dehn DOHM.

MÜLLer: können zih ihn dahrauf FINDen?

SHULtse: VOHRauf?

MÜLLer: auf dehm PLAHN, nahTÜHR-lich.

SHULtse: NAIN.

ehr zoll inn dehr KAIzer-shtrahsse zain,  
ahber ich kann dih KAIzer-shtrahsse nicht FINDen.

MÜLLer: gehben zih MIHR dehn plahn.

fihlaicht kann ICH zih finden.

YAH, HIHR IST zih.

SHULtse: vih kommen vihr am besten dah-HINN?

MÜLLer: vihr gehen geRAHde AUS.

DANN, RECHTS inn dih KAIzer-shtrahsse,  
unt DANN zint vihr shohn am DOHM.

Was suchen Sie denn?

Den Dom.

Können Sie ihn darauf finden?

Worauf?

Auf dem Plan, natürlich.

Nein.

Er soll in der Kaiserstraße sein,  
aber ich kann die Kaiserstraße nicht finden.

Geben Sie mir den Plan.

Vielleicht kann ich sie finden.

Ja, hier ist sie.

Wie kommen wir am besten dahin?

Wir gehen gerade aus.

Dann, rechts in die Kaiserstraße,  
und dann sind wir schon am Dom.

## SECTION E—CONVERSATION

### 1. Covering the German of Basic Sentences (Individual Study)

Just as you did in Section E of Unit 2, go back to the *Basic Sentences* of this unit, cover up the German and test yourself to see how many words and phrases

you can say in German when you are looking only at the English.

## 2. Vocabulary Check-Up

*To the Group Leader:* As in Unit II, go around the class calling on various students and asking them: "vih ZAHKT mann auf DOITSH?" for the English equivalents in the *Basic Sentences*, with their books closed. If any student does not answer in a reasonable time, do not allow hemming and hawing; call on another student. Make sure that every student speaks loud enough so that all can hear. Do not allow any mumbling. Any student who cannot give satisfactory answers needs more review of the *Basic Sentences*.

As you did in Unit 2, supply the German expressions for the English equivalents in the *Basic Sentences*, when the Leader calls on you. Give your answers in a clear, loud voice, so that everyone can hear you.

## 3. Conversation

*To the Group Leader:* Follow the same procedure as for Section E3 of Unit 2. Have the students converse, first following closely the model of the conversations outlined below and then changing the situation slightly.

As you did in the Conversation in Section E3 of Unit 2, first go through the conversations outlined below, taking turns. As soon as you can speak the parts smoothly, pass to acting them out in front of the group; keep this up until you can do it easily and smoothly.

1. You introduce yourself to a stranger, tell him who you are, where you come from, etc. He asks what you're doing now; you say you're taking a walk through the city, and ask what there is to see. He tells you what's famous, and how to get there.
2. You meet a friend on the street, and exchange greetings with him. You ask where he's going;

he says there's a good restaurant in Kaiser St  
He's going there, don't you want to come along?  
You say you'd like to. You go in and order a meal.

After you have practiced these conversations until you can do them easily and smoothly, change the situations somewhat and introduce more material from previous units. Use your imagination in thinking up various combinations of situations. For example, when you introduce yourself to the stranger, you can discover that you have a mutual friend in Chicago, or some such place. The stranger asks how the mutual friend is, and then invites you to a restaurant. In the restaurant he asks you what you want, orders the meal, and then pays for it. Or the friend you meet can ask you about your parents—where they're living now and how they are.

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## SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E. If necessary to make the conversations smoother and more successful, review parts 1 and 2 of Section E.

### FINDER LIST

This *Finder List* has all the new words and expressions used in this unit. The conventional spelling is enclosed in parentheses after each entry. These as well as those of the previous two units, are words and expressions which by this time you should know quite well.

	AIN, AInen (ein, einen): forms of the word for 'a, an'		DANGke zehr (danke sehr): same as DANGke schön
	ANder- (ander-) 'other'		DANN (dann) 'then'
	ANN (an): plus forms 2 and 3 'up to, at (the side of)'; shortening AMM (for ann dehm)	dehr	DOHM (Dom) 'cathedral'
	AUF (auf): plus forms 2 and 3 'on (top of)'		DURCH (durch): plus form 2 'through'
dehr	AUtoh-buss (Autobus) 'bus'	dehr	DURST (Durst) 'thirst'; ich hahbe DURST 'I'm thirsty'
dih	BANGK (Bank) 'bank'	dih	ECKe (Ecke) 'corner'
	be-RÜHMT (berühmt) 'famous'		EHRST (erst) 'first'
	BEST- (best-): amm BESten '(the) best'		ENT-vehder . . . OHder (entweder . . . oder) 'either . . . or'
	BITTe zehr (bitte sehr): same as BITTe schön		FAHren (ehr FEHRT) (fahren, fährt) 'go (in a vehicle), drive'; contrast GEHen 'go (on foot), walk'
	dah-HINN (dahin) 'to there'		fihLAICHT (vielleicht) 'perhaps'
	dah(r)- (da(r)-): dahrAUF 'on it, them'; dah-MITT 'with it, them'; etc.		
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FINDen (finden) 'find'  
 FONN (von): plus form 3 'from'; shortening  
 FOMM (for fonn dehm)  
 FRÄHgen (fragen) 'ask (a question)'  
 FURCHT-bahr (fürchtbar) 'awful'  
 GEHben (ehr GIPT) (geben, gibt) 'give'; ess  
 GIPT 'there is'  
 dass GELT (Geld) 'money'  
 HALten (ehr HELT) (halten, hält) 'stop, hold'  
 dih HALte-shtelle (Haltestelle) '(street car or bus)  
 stop'  
 HOIte (heute) 'today'  
 INN (in): plus forms 2 and 3: 'in, into'; short-  
 ening IMM (for inn dehm)  
 dass kaFEH (Café) 'café'; contrast dehr KAFFeh  
 'coffee'  
 dehr KAIzer (Kaiser) 'emperor, kaiser'  
 dass muhZEHum (Museum) 'museum'  
 MÜSSen (ich MUSS) (müssen, muß) 'must,  
 have to'  
 NEHben (neben): plus forms 2 and 3 'beside'

dehr PARK (Park) 'park'  
 dehr PLAHN (Plan) 'plan, map (of a small area)'  
 dehr pohlihTSIST (Polizist) (dehn, dehm pohlih-  
 TSISTen) 'policeman'  
 dehr porTYEH (Portier) 'hotel clerk' (gives infor-  
 mation on travel, sightseeing, etc.)  
 dehr shpaTSIHR-gang (Spaziergang) 'walk'; ich  
 makhe ainen shpaTSIHR-gang 'I take a  
 walk'  
 dih SHTATT (Stadt) 'city'; inn dih SHTATT '(to)  
 down town'; inn dehr SHTATT '(at) down  
 town'  
 dehr SHTATT-plahn (Stadtplan) 'city map'  
 dih SHTRAHsse (Straße) 'street'  
 dih SHTRAHssen-bahn (Straßenbahn) 'street rail-  
 way, street car'  
 TSUH (zu): plus form 3 'to'; shortenings:  
 TSUMM (for tsuh dehm), TSURR (for  
 tsuh dehr)  
 dih uhnihverzihTEHT (Universität) 'university'  
 umm . . . tsuh (um . . . zu): with infinitive 'in  
 order to'  
 vahRUMM (warum) 'why'

dehr VAKHT-maister (Wachtmeister) 'police sergeant'; herr VAKHT-maister! 'officer!'  
 VEKseln (wechseln) 'change, switch'  
 VISSen (ich VAISS) (wissen, weiß) 'know (a fact)'; contrast KENNen 'know (a person or thing), be acquainted with'  
 voh(r)- (wo(r)): vohrAUF 'on what'; voh-MITT 'with what'; etc.

VOLLen (ich VILL) (wollen, will) 'want to'  
 ZAIN (sein) 'be'  
 dih ZAIte (Seite) 'side'  
 ZEHen (ehr ZIHT) (sehen, sieht) 'see'  
 ZOLLen (ich ZOLL) (sollen, soll) 'be supposed to'  
 ZUHkhen (suchen) 'seek, look for'



# UNIT 4

## HAVE A CIGAR

### SECTION A—BASIC SENTENCES

**To the Group Leader:** From this point on you will need special instructions only when new sections or procedures are introduced in the learning units. With other sections, simply follow the procedures which have been recommended in the first three units and the instructions provided for the group at the beginning of the sections.

Go through the *Basic Sentences* in unison. Then work on the *Hints on Pronunciation* and after that go through the *Basic Sentences* at least twice more individually.

#### 1. Basic Sentences

—ENGLISH EQUIVALENTS— —AIDS TO LISTENING— —CONVENTIONAL SPELLING—

**Unit 4, Record Side 1, beginning. (78 RPM)**

*a* (form 2 before dass-words)  
*in* (towards there)  
 glass  
 drink  
 Mr. Meyer goes into a café to drink  
 a glass of beer.

*up-to*  
*a* (form 2 before dehr-words)  
 table  
 sets himself down  
 He goes up to a table and sits down.

AIN  
 hinnAIN  
 GLAHS (dass)  
 TRINGken  
 herr maier geht inn ain kaFEH  
 hinnAIN umm ain glahs  
 BIHR tsuh tringken.

ANN  
 AInen  
 TISH (dehr)  
 ZETST zich HINN  
 ehr geht ann ainen TISH unt  
 zetst zich HINN.

**(33½ RPM) Record Side 4, beginning.**

ein  
 hinein  
 Glas (das)  
 trinken  
 Herr Meyer geht in ein Café hinein, um  
 ein Glas Bier zu trinken.

an  
 einen  
 Tisch (der)  
 setzt sich hin  
 Er geht an einen Tisch und setzt sich hin.

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*sits*  
*a (form 1 before dehr-words)*  
*by-the-name-of*  
*Fischer*  
*Beside him is sitting a man by the*  
*name of Fischer.*

*introduces*  
*Mr. Meyer introduces himself to*  
*him.*

*I come from New York.*

*(I) work*  
*a (form 3 before dih-words)*  
*I work there in a bank.*

*Where are you living here in Berlin?*

*a (form 3 before dass-words)*  
*In a hotel?*

*boarding-house*  
*No, I'm living in a boarding house.*

ZITST  
AIN  
NAHmenss  
FISHer  
NEHben ihm zitst ain mann  
nahmenss FISHer.

SHTELLT . . . FOHR  
herr MAIer SHTELLT zich ihm  
FOHR.

*Meyer*  
ich komme aus *New YORK.*

ARbaite  
AIner  
ich ARbaite dort in ainer  
BANGK.

*Fischer*  
voh vohnen zih hihr inn berLIHN?

AInem  
inn ainem hohTELL?

*Meyer*  
pa<sup>ng</sup>ZYOHN (dih)  
NAIN, ich vohne inn ainer  
pa<sup>ng</sup>ZYOHN.

\* \* \*

fitzt  
ein  
namens  
Fischer  
Neben ihm fitzt ein Mann namens  
Fischer.

stellt . . . vor  
Herr Meyer stellt sich ihm vor.

Ich komme aus New York.

arbeite  
einer  
Ich arbeite dort in einer Bank.

Wo wohnen Sie hier in Berlin?

einem  
In einem Hotel?

Pension (die)  
Nein, ich wohne in einer Pension.

*takes*  
*a (form 2 before dih-words)*  
*cigar*  
*pocket*  
*Mr. Fischer takes a cigar out of his*  
*('the') pocket.*

*offers*  
*Mr.*  
*and offers it to Mr. Meyer.*

*offer*  
*May I offer you a cigar?*

*No thank you.*

*take*  
*one*  
*But do take one!*

**Unit 4, Record Side 2, beginning. (78 RPM)**

*really*  
*No, thank you, really.*

*smoke*  
*Don't you smoke?*

NIMMT  
 AIne  
 tsihGARRe (dih)  
 TASHe (dih)  
 herr FISHer nimmt aine tsih-  
 GARRe aus dehr TASHe.

BIHtet . . . ANN  
 HERRN  
 unt BIHtet zih herrn MAIer  
 ANN.

*Fischer*

ANN-bihten  
 darf ich ihnen aine tsihGARRe  
 ANN-bihten?

*Meyer*

NAIN DANGke.

*Fischer*

NEHmen  
 AIne  
 ahber NEHmen zih dokh AIne!

*Meyer*

VIRK-lich  
 NAIN, DANGke, VIRK-lich.

*Fischer*

RAUKhen  
 RAUKhen zih nicht?

nimmt  
 eine  
 Zigarre (die)  
 Tasche (die)  
 Herr Fischer nimmt eine Zigarre aus der  
 Tasche.

bietet . . . an  
 Herrn  
 und bietet sie Herrn Meyer an.

anbieten  
 Darf ich Ihnen eine Zigarre anbieten?

Nein danke.

nehmen  
 eine  
 Aber nehmen Sie doch eine!

wirklich  
 Nein, danke, wirklich.

rauchen  
 Rauchen Sie nicht?

*oh-yes*  
*Oh yes, I like to smoke very much*  
*('I smoke very gladly').*

*more-gladly*  
*than*  
*cigars*  
*But I like cigarettes better than cigars*  
*('I smoke cigarettes more gladly*  
*than cigars').*

*Don't they smoke cigars ('smokes*  
*one no cigars') in America?*

*so much as*  
*Oh yes, but not so much as here in*  
*Germany.*

*pipe*  
*Do you smoke a pipe too?*

*as-a-matter-of-fact*  
*(the) most gladly*  
*Yes, as a matter of fact I like a pipe*  
*best ('I smoke pipe the most*  
*gladly')*

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*Meyer*  
DOKH  
DOKH, ich raukhe zehr GERN.

LIHber  
ALSS  
tsihGARRen  
ahber ich raukhe tsihgahRETTen  
lihber alss tsihGARRen.

*Fischer*  
raukht mann denn kaine tsih-  
GARRen inn ahMEHrihkah?

*Meyer*  
zoh FIHL VIH  
DOKH, ahber nicht zoh fihl vih  
hihr inn DOITSH-lant.

*Fischer*  
PFAIfe (dih)  
raukhen zih aukh PFAIfe?

*Meyer*  
AIgent-lich  
amm LIHPsten  
YAH, ich raukhe PFAIfe AIgent-  
-lich amm LIHPsten.

\* \* \*

doch  
Doch, ich rauche sehr gern.

lieber  
als  
Zigarren  
Aber ich rauche Zigaretten lieber als  
Zigarren.

Raucht man denn keine Zigarren in  
Amerika?

so viel wie  
Doch, aber nicht so viel wie hier in  
Deutschland.

Pfeife (die)  
Rauchen Sie auch Pfeife?

eigentlich  
am liebsten  
Ja, ich rauche Pfeife eigentlich am  
liebsten.

has  
his (form 2 before dih-words)  
with  
himself  
*Meyer has his pipe with him,*  
no (form 2 before dehr-words)  
tobacco  
*but he can't find any tobacco ('can  
find no tobacco').*

could  
*Could you perhaps give me a little  
tobacco?*

*Why of course, here you are.*  
need  
fire  
*Do you need a light too ('need you  
also fire')?*

box  
*He gives Mr. Meyer a box of  
matches.*

match  
out (towards here)  
*Meyer takes a match out*

HATT  
ZAIne  
BAI  
ZICH  
*MAIer hatt zaine PFAIfe bai zich,*  
KAInen  
TAHback (dehr)  
*ahber ehr kann KAInen TAHback  
finden.*

*Meyer*  
KÖNNten  
*könnten ZIH mihr fihlaicht  
ett-vass TAHback gehben?*

*Fischer*  
*ahber nahTÜHR-lich, BITTe zehr.*  
BRAUkhen  
FOIer (dass)  
*braukhen zih aukh FOIer?*

\* \* \*  
SHAKHtel (dih)  
*er gipt herrn MAIer aine shakhtel  
SHTRAICH-höltser.*

SHTRAICH-holts (dass)  
herrAUS  
*MAIer nimmt ain SHTRAICH-  
-holts herrauc*

hat  
feine  
bei  
sich  
*Meyer hat seine Pfeife bei sich,*  
feinen  
Tabak (der)  
*aber er kann keinen Tabak finden.*

könnten  
*könnten Sie mir vielleicht etwas Tabak  
geben?*

*Aber natürlich, bitte sehr.*  
brauchen  
Feuer (das)  
*Brauchen Sie auch Feuer?*

Schachtel (die)  
*Er gibt Herrn Meyer eine Schachtel  
Streichhölzer.*

Streichholz (das)  
heraus  
*Meyer nimmt ein Streichholz heraus*

*lights  
for-himself  
with it ('therewith')  
and lights his pipe with it.*

SHTECKT . . . ANN  
ZICH  
dah-MITT  
unt SHTECKT zich dah-mitt dih  
PFAIfe ann.

stedt . . . an  
sich  
damit  
und stedt sich damit die Pfeife an.

#### Unit 4, Record Side 3, beginning. (78 RPM)

##### *Meyer*

*much  
thanks  
Many thanks, Mr. Fischer.*

FIHLen  
DANGK (dehr)  
fihlen DANGK, herr FISHer.

vielen  
Danf (der)  
Vielen Danf, Herr Fischer.

##### *Fischer*

*no (form 2 before dih-words)  
cause  
Why you're welcome, don't  
mention it.*

KAIne  
UHR-zakhe (dih)  
ahber BITTe shöhn, kaine  
UHR-zakhe.

keine  
Ursache (die)  
Aber bitte schön, keine Ursache.

\* \* \*

*sticks in  
back-again  
Mr. Fischer puts the matches back  
in [his pocket].*

SHTECKT . . . AIN  
VIHder  
herr FISHer shteckt dih  
SHTRAICH-höltser vihder  
AIN.

stedt . . . ein  
wieder  
Herr Fischer stedt die Streichhölzer wie-  
der ein.

*stand up  
to go out ('out-to-go')  
Then they both get up (in order) to  
go out.*

STEHen . . . AUF  
hinnaUS-tsuh-gehen  
dann shtehen zih BAIdE AUF  
umm hinnaUS-tsuh-gehen.

stehen . . . auf  
hinauszu-gehen  
Dann stehen sie beide auf, um hinaus-  
zu-gehen.

Before you go through the *Basic Sentences* a second time, study the following:

## 2. Hints on Pronunciation

### 1. Nasalized vowels.

We often say that such and such a person 'talks through his nose', or that his speech is very 'nasal'. What we mean is that he uses a lot of nasalized vowels. As a matter of fact, nearly all of us nasalize vowels before *n* in such words as *coin*, *nine*, *honk*, only most

of us don't do it very strongly. The Germans, however, don't do it at all. Notice how the following words sound when your Guide (or the speaker on the records) says them. Repeat right after him, and make sure that you don't 'talk through your nose' at all:

## PRACTICE 1

### Unit 4, Record Side 3, after 1st spiral. (78 RPM)

FÜNF	fünf
NOIN	neun
NAIN DANGke	nein danke
main NAHme	mein Name

If you are familiar with French, you know that it has nasalized vowels, and uses them a lot. German has borrowed quite a number of words from French, and of course some of these words have (in French, at least) nasalized vowels. The two examples we have had so far are the words *dass restohRA<sup>NG</sup>* 'restaurant' and *dih pa<sup>ns</sup>ZYOHN* 'boarding house'. The more

### (33½ RPM) Record Side 4, after 1st spiral.

<i>five</i>
<i>nine</i>
<i>no thank you</i>
<i>my name</i>

highly educated Germans keep the French nasalized *a<sup>ns</sup>* in these words; the less educated say simply *ang*, with a regular *a* and a regular *ng*. Notice how your Guide (or the speaker on the record) pronounces these words. Repeat each word after him, just as he says it, both times:



## PRACTICE 2

### Unit 4, Record Side 3, after 2nd spiral. (78 RPM)

dass restohRANG }  
dass restohRANG }

das Restaurant

*restaurant*

dih pa<sup>ng</sup>ZYOHN }  
dih pangZYOHN }

die Pension

*boarding house*

**NOTE:** The speaker on the records pronounces *a<sup>ng</sup>* in all the above examples.

Though the nasalized *a<sup>ng</sup>* is considerably more elegant than the regular *ang*, it is perfectly all right for you to copy either pronunciation. The best thing for

you to do (as in all such matters) is to copy what your Guide (or the speaker on the record) says.

#### 2. Initial consonant clusters.

A lot of German words begin with combinations of consonants that never occur at the beginning of English words. Some of these clusters are fairly easy for us to say, even though they are unfamiliar to us: *shn-*, as in *SHNELL* 'quick'; *shp-*, as in *dehr shpaTSIHR-gang* 'pleasure walk'; *shpr-*, as in *SHPRECHen* 'speak'; *sht-*, as in *dih SHTATT* 'city'; and *shtr-*, as in *dih SHTRAHsse* 'street'. There are three clusters, however,

that often cause us trouble: *gn-*, *pf-*, and *ts-* (including *tsv-*). About all that can be said about them is that the Germans actually do say a *g* and an *n*, a *p* and an *f*, and a *t* and an *s* right after each other, very quickly. Listen to the way these clusters sound when your Guide (or the speaker on the record) says them, and repeat right after him:

## PRACTICE 3

### Unit 4, Record Side 3, after 3rd spiral. (78 RPM)

gnehdige FRAU

gnädige Frau

*Mrs. — ('gracious Mrs.')*

tsihGARRen, tsihgahRETTen,  
und PFAlfen

Zigarren, Zigaretten, und Pfeifen

*cigars, cigarettes, and pipes*

TSEHN olher TSVÖLF  
PFENNich

zehn oder zwölf Pfennig

*ten or twelve pfennigs*

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### 3. Check Yourself

Are you taking every opportunity to practice your German by talking with other members of the group or with German speaking people whom you may meet?

## SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

### 1. Word Study (Individual Study)

Work through the following as recommended in the previous units.

#### A. NOUN MODIFIERS

Sample words: **dehr** BAHN-hohf, **dass** hohTELL, **dih** BANGK

##### Form 1

DASS ist { **ain** BAHN-hohf.  
          **ain** hohTELL.  
          **aine** BANGK.

That's { a station.  
          a hotel.  
          a bank.

##### Form 2

ehr ZUHKHT { **ainen** BAHN-hohf.  
              **ain** hohTELL.  
              **aine** BANGK.

He's looking for { a station.  
                      a hotel.  
                      a bank.

##### Form 3

ess ist NEHben { **ainem** BAHN-hohf.  
                  **ainem** hohTELL.  
                  **ainer** BANGK.

It's beside { a station.  
              a hotel.  
              a bank.

Summary of endings: before	<i>dehr</i> -words	<i>dass</i> -words	<i>dih</i> -words
1	—	—	-e
2	-en	—	-e
3	-em	-em	-er

Notice the endings that the word *AIN* has before the three kinds of nouns in the three different forms. The words *MAIN* 'my', *ZAIN* 'his', and *KAIN* 'no, not a, not any' behave in exactly the same way. (Note especially that *KAIN* is the negative of *AIN*: *ich HAHbe aine PFAIfe* 'I have a pipe, I've got a pipe';

*ich HAHbe kaine PFAIfe* 'I don't have a pipe, I haven't a(ny) pipe, I haven't got a(ny) pipe'.) Because they have the same endings as *AIN*, these words and a few others are often grouped together under the name of '*ain*-words'.

## B. ACCENTED ADVERBS

When a word like *in* is used before a noun or a pronoun (*IN the bank*, *IN me*), it is called a preposi-

tion; when it goes with a verb (*put it IN*), it is called an ACCENTED ADVERB.

ehr **SHTECKT** zih **AIN**.

ehr **MUSS** zih **AIN-shtecken**.

ehr **SHTECKT** zich dih **PFAIfe ANN**.

. . . umm zich dih **PFAIfe ANN-tsuh-shtecken**.

zih **SHTEHen** BAIdE **AUF**.

zih **VOLLen** BAIdE **AUF-shtehen**.

ehr **SHTELLT** zich ihm **FOHR**.

**DARF** ich ihnen maine **FRAU FOHR-shtellen?**

He puts them in [his pocket].

He has to put them in [his pocket].

He lights his pipe.

. . . in order to light his pipe.

They both get up.

They both want to get up.

He introduces himself to him.

May I introduce my wife to you?

ehr **BIHtet** ihm aine tsihGARRe **ANN**.

. . . umm ihm aine tsihGARRe **ANN-tsu****h-bihten**.

He offers him a cigar.

. . . in-order to offer him a cigar.

Note that ordinarily an accented adverb stands at the end. However, when the verb it goes with is used as an infinitive, the accented adverb comes in front of the infinitive, or in front of **TSUH** (if this is used) plus the infinitive. This is as if we said in English: *he PUTS it IN, he MUST it IN-put, in-order it IN-to-put.*

When a verb is used with a simple accented adverb, the combination always has a special meaning. For example, *SHTECKen* means 'to put into an enclosed place (a box, a drawer, etc.)', and *AIN* is the accented adverb form of the preposition *INN*; but when you put the two together, the combination has the special meaning 'to put into one's pocket, to pocket'. And

hinnAIN 'in towards there'

hinnAUS 'out towards there'

(Notice how *HEHR* is shortened to *herr-*.) These combined accented adverbs always have the meaning you would expect of them:

zih **GEHen** BAIdE inss kaFEH (**hinnAIN**).

zih **GEHen** BAIdE **hinnAIN**.

zih **KOMMen** BAIdE aus dehm kaFEH (**herraUS**).

zih **KOMMen** BAIdE **herraUS**.

when *SHTECKen* is used with the accented adverb *ANN*, the meaning is 'to set fire to, to light'. Similarly, *SHTELLen* means 'to place', and the preposition *FOHR* means 'in front of', but *SHTELLen* plus the accented adverb *FOHR* has the special meaning 'to introduce (a person to someone)'. Hence the meanings of such combinations must be learned as a whole. This is like English, where even if we knew the usual meanings of *get* ('to obtain, to become') and *up*, we would have to learn the combination *get up* as a whole.

The words *HINN* and *HEHR* are also accented adverbs. They are often combined with other accented adverbs:

herrAIN 'in towards here'

herrAUS 'out towards here'

They both go into the café.

They both go in.

They both come out of the café.

They both come out.

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zih **KOMMEN** BAId e inss kaFEH (**herrAIN**).

zih VOLLen BAId e **herrAIN-kommen**.

zih **GEHen** BAId e aus dehm kaFEH (**hinnaUS**).

. . . umm **hinnaUS**-tsuh-**gehen**.

They both come into the café.

They both want to come in.

They both go out of the café.

. . . in order to go out.

Notice that if the idea of 'in' or 'out' has already been expressed by a preposition, the combined accented adverb is sometimes used and sometimes not.

### C. PRONOUNS

#### Form 2

ich SHTELL e mich ihm FOHR.

ehr (zih) SHTELLT **zich** ihm FOHR.

vihr SHTELLen unss ihm FOHR.

zih SHTELLen **zich** ihm FOHR.

I introduce myself to him.

He (She) introduces himself (herself) to him.

We introduce ourselves to him.

{ You introduce yourself to him.  
They introduce themselves to him.

#### Form 3

ich SHTECK e mihr dih tsihgahRETT e ANN.

ehr (zih) SHTECKT **zich** dih tsihgahRETT e ANN.

vihr SHTECKen unss dih tsihgahRETTen ANN.

zih SHTECKen **zich** dih tsihgahRETT e(n) ANN.

I light my cigarette.

He (She) lights his (her) cigarette.

We light our cigarettes.

{ You light your cigarette.  
They light their cigarettes.

Notice the special pronoun **ZICH** 'himself, herself, yourself, themselves', which refers back to the subject of the sentence. If we used the usual pronouns, we would get such things as the following: *ehr SHTELLT*

*ihn ihm FOHR* 'he (A) introduces him (B) to him';  
*ehr SHTECKT ihm dih tsihgahRETT e ANN* 'he (A) lights his (B's) cigarette'; etc.

#### D. TO SIT AND TO SIT DOWN

ehr ZITST ann ainem TISH.  
ehr ZETST zich HINN.  
ehr ZETST zich ann ainen TISH.

He's sitting at a table.  
He sits down.  
He sits down at a table.

The word *ZITsen* means to 'sit' in the sense of to 'be sitting'. The word *ZETsen* really means to 'set'. Consequently, the German phrase *ich ZETse mich* 'I sit down' means literally 'I set myself'. Usually you

also add on something that shows to what place you are setting yourself: either the accented adverb *HINN* 'to there', or some such phrase as *ann ainen TISH* 'up-to a table'.

#### E. NEW IRREGULAR VERBS

'take'  
NEHmen  
NEHme  
NIMMT

'have'  
HAHben  
HAHbe  
HATT

The verb *NEHmen*, *ehr NIMMT* is the same type as English *say, he says* (= *sezz*); *HAHben*, *ehr HATT* is comparable to English *have, he has* (not *he haves*).

All but two of the verbs we have had so far are in

'could, would be able to'  
KÖNNten  
KÖNNte  
KÖNNte

These two verbs are in what we may call the UNREAL. *KÖNNten* is the unreal of *KÖNNen* 'can, be able to' (compare English *could*, which is the unreal

what is called the PRESENT TENSE. The two exceptions are *KÖNNten* (in this unit) and *MÖCHten* (in Unit 1):

'would like to'  
MÖCHten  
MÖCHte  
MÖCHte

of *can*); *MÖCHten* is the unreal of a verb *MÖHgen* 'like (to)'.

## 2. Covering English and German of Word Study (Individual Study)

Review this *Word Study* by reading aloud all of the German expressions. Then cover the English and make sure that you know the meaning of every item. Finally,

cover the German and see if you can say each German expression when you are looking only at the English.

## 3. Review of Basic Sentences

With Guide or records, review the first half of the *Basic Sentences* for better pronunciation, meaning and examples of points in the *Word Study*.

## SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

### 1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

### 2. Covering the English of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* in Section A, and read them aloud covering up the English. Note any words or phrases you are not sure about, and, when you have finished reading the *Basic Sentences*, uncover

the English and look up the meaning of what you did not get. Keep this up until you know all the meanings completely.

### 3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

1. *Mr. Schneider has invited you to lunch in a restaurant. He looks around for a place to sit, and then says to you:*

- a. ich ESSE nicht GERN inn ainem restohRANG.
- b. VOLLen vihr unss HIHR HINN-zetsen?
- c. SHTEHen zih BITTe AUF.



2. *After you have sat down, he orders the meal from the waitress:*

- a. FROI-lain, BRINGen zih unss' bitte FLAISH unt karTOFFeln.
- b. FROI-lain, vass MÖCHten zih gern ESSen?
- c. dass FROI-lain isst FLAISH und karTOFFeln.

3. *Then he turns to you and asks you your preference in drinks:*

- a. dass BIHR ist HIHR ZEHR GUT, ahber ich TRINGke LIHber VAIN.
- b. vass TRINGken zih LIHber, VAIN ohder BIHR?
- c. DARF ich ihnen FOIer ANN-bihten?

4. *You say you guess you'll just have some coffee:*

- a. ich GEHe zehr GERN inn ain kaFEH.
- b. YETST können vihr ALLe KAFFeh tringen.
- c. ich GLAUbe ich TRINGke nuhr ett-vass KAFFeh.

5. *After the meal he offers you a smoke:*

- a. RAUkhen zih gern tsihGARRen?
- b. DARF ich ihnen aine tsihgahRETTe ANN-bihten?
- c. HAHben zih fihLAICHT aine tsihgahRETTe BAI zich?

6. *You say thanks just the same, but you'd rather smoke a cigar:*

- a. zehr GERne; ich RAUKhe tsihgahRETTen zehr GERN.
- b. DANGkezehr, ich BRAUKhekaine tsihGARRen.
- c. FIHlen DANGK, ahber ich RAUKhe LIHber aine tsihGARRe.

7. *Then you discover that you don't have any matches:*

- a. AKH, ich GLAUbe ich HAHbe kaine SHTRAICH-höltser BAI mihr.
- b. SHTECKen zih dih SHTRAICH-höltser bitte AIN.
- c. DARF ich ihnen FOIer ANN-bihten?

8. *So you ask him for a light:*

- a. BRAUKhen zih AUKH FOIer?
- b. VIH-FIHle SHTRAICH-höltser HAHben zih BAI zich?
- c. KÖNNten zih mihr bitte FOIer gehen?

9. *He gives you a light, and then asks your favorite smoke:*

- a. vass HAHben zih inn dehr TASHe, tsihGARRen, tsihgahRETTen, ohder aine PFAIfe?
- b. vass RAUKhen zih amm LIHPsten, tsihGARRen, tsihgahRETTen, ohder PFAIfe?
- c. HAHben zih fihLAICHT ett-vass TAHback inn dehr TASHe?

10. *You say you really like a pipe the best:*

- a. ich VAISS nicht voh maine PFAIfe ist.
- b. AIgent-lich RAUKhe ich ammm LIHPsten PFAIfe.
- c. ich RAUKhe nicht gern PFAIfe.

11. *You then explain why you're not smoking a pipe now:*

- a. ahber ich HAHbe YETST LAIder kainen TAHback BAI mihr.
- b. mann DARF inn ahMEHrihkah kaine PFAIfe raukhen.

- c. ich MÖCHte yetst ammm LIHPsten aine PFAIfe raukhen.

12. *As you go out of the restaurant, you thank Mr. Schneider, and he replies:*

- a. VOH-MITT KANN ich mihr dih PFAIfe ANN-shtecken?
- b. SHTECKen zih dih tsihgahRETTen AIN.
- c. ahber BITTe zehr, KAIne UHR-zakhe.

## SECTION D—LISTENING IN

### 1. What Did You Say?

Give your answers in German for the last exercise in the preceding section, when the Leader calls for them. Do it without reading from the book, if possible. Other members of the group will criticize your choice if they disagree with it. Then give the English equivalents of all the expressions in the exercise.

### 2. Word Study Check-Up

Give the correct German for each English expression in the *Word Study*, without having to read it from the book. If you cannot do this easily, it means you need to put in more work on the *Word Study*. The Group

Leader will give the English and call on different members of the group for the German.

### 3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the German immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again with books open, following the same plan as before, imitating carefully and keeping in mind the meaning of everything you say. Finally, take parts and carry on the conversation.

1. Mr. Schneider asks Meyer about his living quarters, and then offers to take him sightseeing.

**Unit 4, Record Side 3, after 4th spiral. (78 RPM)**

SHNAId<sup>er</sup>: voh VOHnen zih yetst?

inn paLAST hohtell, nicht VAHR?

MAI<sup>er</sup>: NAIN, ich vohne YETST inn ainer pa<sup>ng</sup>ZYOHN.

SHNAId<sup>er</sup>: VOH? HIHR inn dehr SHTATT?

MAI<sup>er</sup>: YAH, inn dehr KÖHnich-shtrahsse.

SHNAId<sup>er</sup>: ich vohne AUKH fihl lihber inn ainer pa<sup>ng</sup>ZYOHN  
alss inn ainem hohTELL.

MAI<sup>er</sup>: YAH, ess kostet TSUH FIHL inn ainem  
hohTELL tsuh vohnen.

SHNAId<sup>er</sup>: voh gehen zih yetst HINN?

MAI<sup>er</sup>: ich muss EHRST tsurr BANGK gehen,  
ahber DANN VAISS ich nicht vass ich MAKHe.

SHNAId<sup>er</sup>: möchten zih gern mitt mihr ainen shpaTSIHR-  
-gang makhen?

vihr können inn ain muhZEHum gehen,  
ohder möchten zih lihber dehn DOHM zehen?

**(33½ RPM) Record Side 4, after 2nd spiral.**

Wo wohnen Sie jetzt?

Im Palast Hotel, nicht wahr?

Nein, ich wohne jetzt in einer Pension.

Wo? Hier in der Stadt?

Ja, in der Königstraße.

Ich wohne auch viel lieber in einer Pension als in  
einem Hotel.

Ja, es kostet zu viel, in einem Hotel zu wohnen.

Wo gehen Sie jetzt hin?

Ich muß erst zur Bank gehen,  
aber dann weiß ich nicht, was ich mache.

Möchten Sie gern mit mir einen Spaziergang  
machen?

Wir können in ein Museum gehen,  
oder möchten Sie lieber den Dom sehen?

[4-D] 103

MAIer: ich möchte lihber inn ain muhZEHum gehen.  
ich KENNe dehn DOHM shohn.

Ich möchte lieber in ein Museum gehen.  
Ich kenne den Dom schon.

*2. After they've been in the museum for a while, Meyer takes a cigarette out of his pocket.*

**Unit 4, Record Side 4, beginning. (78 RPM)**

SHNAIder: vass MAKHen zih denn?  
vollen zih yetst RAUKHen?

MAIer: YAH. hahben zih fihlaicht FOIer?

SHNAIder: shtecken zih dih tsighahrette SHNELL VIHder  
AIN!

HIHR imm muhZEHum dürfen zih dokh nicht  
RAUKhen!

MAIer: akh ZOH, nahTÜHR-lich nicht.  
fer-TSAIung.

SHNAIder: vihr vollen yetst hinnaUS-gehen,  
unt DANN können zih rauken.

MAIer: darf ich ihnen aine CAMel ANN-bihten?

SHNAIder: aine CAMel!

hahben ZIH aine CAMel?

MAIer: YAH. rauken zih zih GERN?

**104** [4-D]

Was machen Sie denn?

Wollen Sie jetzt rauchen?

Ja. Haben Sie vielleicht Feuer?

Steden Sie die Zigarette schnell wieder ein!

Hier im Museum dürfen Sie doch nicht rauchen!

Ach so, natürlich nicht.

Verzeihung.

Wir wollen jetzt hinausgehen,

und dann können Sie rauchen.

Darf ich Ihnen eine Camel anbieten?

Eine Camel!

Haben Sie eine Camel?

Ja. Rauchen Sie sie gern?

SHNAlder: AKH, ich raukhe zih ZEHR gern.  
zih kosten ZEHR FIHL hihr inn doitsch-lant.

**Unit 4, Record Side 4, after 1st spiral. (78 RPM)**

3. *After some more sightseeing, the heat begins to get Meyer.*

MAIer: ich hahbe yetst ainen FURCHT-bahren DURST.

SHNAlder: ICH AUKH.

VOLLen vihr nicht tsuh-zammen ain glahs BIHR  
tringken?

MAIer: AIN glahs bihr?

ich könnte yetst TSEHN glahs bihr tringken!

SHNAlder: VOH vollen vihr denn HINN-gehen?

MAIer: DRÜHben imm PARK ist ain ZEHR guhtes kaFEH.

SHNAlder: möchten zih nicht lihber inn ain restohRANG  
gehen?

dass restohRANG neben dehm hoh-TELL zoll  
ZEHR GUHT zain.

vollen vihr dah-HINN gehen?

MAIer: YAH, GERne.

dann KÖNNen vihr aukh ett-vass FLAISH mitt  
karTOFFeln essen.

Ach, ich rauche sie sehr gern.

Sie kosten sehr viel hier in Deutschland.

Ich habe jetzt einen fürchtbaren Durst.

Ich auch.

Wollen wir nicht zusammen ein Glas Bier trinken?

E i n Glas Bier?

Ich könnte jetzt z e h n Glas Bier trinken.

Wo wollen wir denn hingehen?

Drüben im Park ist ein sehr gutes Café.

Möchten Sie nicht lieber in ein Restaurant gehen?

Das Restaurant neben dem Hotel soll sehr gut sein.

Wollen wir dahin gehen?

Ja, gerne.

Dann können wir auch etwas Fleisch mit Kar-  
toffeln essen.

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**Unit 4, Record Side 4, after 2nd spiral. (78 RPM)**

4. *Meyer and Schneider enter the café and take a table.*

SHNAId: FROI-lain!

Fräulein!

FROI-lain: BITTe schön?

Bitte schön?

SHNAId: vihr MÖCHten ett-vass FLAISH mitt karTOFFeln  
hahben.

Wir möchten etwas Fleisch mit Kartoffeln haben.

FROI-lain: ett-vass tsuh TRINGken?

Etwas zu trinken?

MAIer: TSVAI BIHR, bitte.

Zwei Bier, bitte.

*The waitress brings the beer:*

MAIer: dass BIHR ist VIRK-lich zehr GUHT.

Das Bier ist wirklich sehr gut.

SHNAId: können zih virk-lich TSEHN GLAHS dah-fonn  
tringken?

Können Sie wirklich zehn Glas davon trinken?

MAIer: ahber nahTÜHR-lich!

Aber natürlich!

**SECTION E—CONVERSATION**

**1. Covering the German of Basic Sentences (Individual Study)**

Cover the German of the *Basic Sentences* and practice saying the German equivalents of the English expressions.

**2. Vocabulary Check-Up**

As in previous units, the Group Leader will call on various members of the group to give the German ex-

pressions which correspond to the English in the *Basic Sentences*.

### 3. Conversation

Work through the following outlined conversations, taking parts. Act them out in front of the group; keep this up until you can do them easily and smoothly. When the outlined conversations go well, then change the situations somewhat. You now have more material which you can work into additional conversations. Invent topics as you did for the previous units.

1. A meets B on the street. They say hello to each other, and then A invites B to come to a café with him. He says there's a good café on Kaiser St. They go into the café and A asks B what he'd like to drink. B says he'll take some coffee. A asks whether he wouldn't rather drink some wine or beer? B says he likes wine the best. Then A calls the waitress and gives her the order.
2. A and B ask one another where each is living. A is living in a boarding house, B in a hotel. Each tells the other what street it is on. A prefers a boarding house because it doesn't cost so much; B says yes, but he prefers eating in a hotel. Then each asks the other where he works. A works in a bank, B at the university.
3. Ask one of your group the following questions, and make him give the proper answers: Do you smoke? What? Cigars, cigarettes, pipe? What do you like best to smoke? Do you smoke Camels? Do you like to smoke them? Do you prefer Chesterfields? Or Luckies? What do you like best to smoke?
4. Have one member of the group take a cigarette out of his pocket and light it. At the same time, let another member describe what the first is doing: He'd like to smoke. He takes the cigarettes out of his pocket. He takes out a cigarette. He takes a box of matches out of his pocket. He takes a match out of the box. He lights the cigarette with the match. He puts the matches back into his pocket. Now he puts the cigarettes back in his pocket. The Guide or the Group Leader can help the person who is talking by saying: *vass MAKHT ehr YETST? vass NIMMT ehr aus dehr SHAKHtel? vass MAKHT ehr mitt dehm SHTRAICH-holls?* etc.

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## SECTION F—CONVERSATION (*Cont.*)

### 1. Conversation (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

#### FINDER LIST

- Algent-lich (eigentlich) 'as a matter of fact'  
ALSS (alʂ) 'than'  
ARbaiten (arbeiten) 'work'  
BAI (bei): plus form 3 'with, on'  
BIHten (bieten): ich BIHte . . . ANN 'I offer'  
BRAUkhen (brauchen) 'need'  
dehr DANGK (Danf) 'thanks'; fihlen DANGK 'many thanks, thanks a lot'  
DOKH (doḥ) 'oh yes' (after a negative statement or question); RAUkhen zih nicht?—DOKH 'don't you smoke?—oh yes (I do)'; hahben zih kainen TAHback?—DOKH 'haven't you got any tobacco?—oh yes (I have)'; contrast RAUkhen zih?—YAH; hahben zih ett-vass TAHback?—YAH  
FIHL (viel) 'much'; fihlen DANGK 'many thanks, thanks a lot'  
FISHer (Fischer) 'Fischer'
- dass FOIer (Feuer) 'fire'; hahben zih FOIer? 'have you got a light?'  
GERN or GERne (gern, gerne) 'gladly'; ich RAUkhe gern 'I like to smoke'; ich TRINGke gern BIHR 'I like (to drink) beer'  
dass GLAHS (Glas) 'glass'  
HAHben (ehr HATT) (haben, hat) 'have'  
HEHR (her): herrAIN 'in (towards here)'; herrAUS 'out (towards here)'  
HINN (hin): hinnAIN 'in (towards there)'; hinnAUS 'out (towards there)'  
KÖNNten (ich KÖNNte) (fönnten, fönnte) 'could, would be able to' (unreal of KÖNNen 'can, be able to')  
LIHber (lieber) 'more gladly, rather'; ich tringke BIHR lihber alss VAIN 'I like (to drink) beer better than wine'; ich möchte lihber inn ain muhZEHum gehen 'I'd rather go to a museum'

LIHPsten (liebſten): amm LIHPsten 'the most gladly'; ich raukhe PFAIfe amm LIHPsten 'I like (to smoke) a pipe the best'; ich möchte amm LIHPsten inn ain muhZEHum gehen 'I'd like best to go to a museum'

MÖCHten (ich MÖCHte) (möchtē, möchte) 'would like to' (unreal of MÖHgen 'like to')

NAHmenss (namenſ) 'by the name of, named'

NEHmen (ehr NIMMT) (nehmē, nimmt) 'take'

dih pa<sup>ns</sup>ZYOHn (Bēnſion) 'boarding house'

dih PFAIfe (Pſeife) 'pipe'; ehr raukht PFAIfe 'he smokes a pipe, he's a pipe-smoker'; ehr raukht aine PFAIfe 'he's smoking a pipe'

RAUKhen (rauchē) 'smoke'

dih SHAKHtel (Ščachtel) '(small) box'

SHTECKen (ſtedē) 'stick, put (into something)'; ich SHTECKe . . . AIN 'I put in (my pocket)'; ich SHTECKe . . . ANN 'I light, set fire to'

SHTEHen (ſtehen) 'stand'; ich SHTEHe . . . AUF 'I get up'

SHTELlen (ſtellen) 'place'; ich SHTELLE . . . FOHR 'I introduce'

dass SHTRAI'CH-holts (Štreichholz) 'match'

dehr TAHback (Tabak) 'tobacco'

dih TASHe (Taſche) 'pocket'

dehr TISH (Tisch) 'table'

TRINGken (trinſen) 'drink'

dih tsihgahRETTe (Zigarette) 'cigarette'

dih tsihGARRe (Zigarre) 'cigar'

dih UHR-zakhe (Urfache) 'cause'; kaine UHR-zakhe 'not at all, don't mention it'

VIH (wie): ZOH . . . VIH 'as . . . as, so . . . as'

VIHder (wieder) 'back again'

VIRK-lich (wirklich) 'real(ly)'

ZAIN (ſein): before *dehr*- and *dass*-words ZAIN, before *dih*-words and plurals ZAIne 'his'

ZETsen (ſetzen) 'set'; ich zetse mich HINN 'I sit down'; ich zetse mich ann dehn TISH 'I sit down at the table'

ZICH (ſich): pronoun, forms 2 and 3, referring back to subject of sentence 'himself, herself, itself, yourself, yourselves, themselves'

ZITsen (ſitzen) 'sit'

ZOH (ſo): ZOH . . . VIH 'as . . . as, so . . . as'

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# UNIT 5

## PENCIL AND PAPER

### SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

#### 1. Basic Sentences

—ENGLISH EQUIVALENTS— —AIDS TO LISTENING— —CONVENTIONAL SPELLING—

Unit 5, Record Side 1, beginning. (78 RPM)

(33½ RPM) Record Side 5, beginning.

*letter*  
*to*  
*write*  
*Mr. Schulze wants to write a letter to*  
*his parents.*

*room*  
*He comes into Mr. Mueller's room.*

*asks*  
*for (plus form 2)*  
*piece*  
*paper*  
*and asks him for a piece [of] paper.*

BRIHF (dehr)  
ANN  
SHRAIben  
herr SHULtse vill ainen BRIHF  
ann zaine ELtern shraiben.

TSIMMer (dass)  
ehr kommt in herrn MÜLLerss  
TSIMMer.

BITTet  
UMM  
SHTÜCK (dass)  
paPIHR (dass)  
unt BITTet ihn umm ain  
SHTÜCK paPIHR.

Brief (der)  
an  
schreiben  
Herr Schulze will einen Brief an seine  
ELtern schreiben.

Zimmer (das)  
Er kommt in Herrn Müllerss Zimmer.

bittet  
um  
Stück (das)  
Papier (das)  
und bittet ihn um ein Stück Papier.

*Could you please give me a piece [of]  
paper?*

*you-see  
towards  
house*

*You see, I have to write a letter home,*

*letter-paper  
and I haven't got any letter paper.*

*none (referring to a dass-word)  
I'm sorry, I haven't got any either.*

*belongs  
Well whose letter paper is that  
(‘to-whom belongs that letter paper  
there’)?*

*yours (ref. to a dass-word)  
Isn't that yours?*

*this (form 1 before dass-words)  
brother  
No, this letter paper here belongs to  
my brother,*

### *Schulze*

könnten ZIH mihr bitte ain shtück  
paPIHR gehben?

NEHM-lich  
NAHKH  
HAUze (dass HAUS)  
ich MUSS nehm-lich ainen BRIHF  
nahkh HAUze shraiben,

BRIHF-papihr (dass)  
unt ich hahbe kain BRIHF-papihr.

### *Müller*

KAINSS  
ich hahbe laider AUKH kainss.

### *Schulze*

ge-HÖHRT  
VEHM ge-höhrt denn dass brihf-  
-papihr DAH?

IHRSS  
ist dass nicht IHRSS?

### *Müller*

DIHzes  
BRUHder (dehr)  
NAIN, dihzes brihf-papihr HIHR  
ge-höhrt mainem BRUHder,

Könnten Sie mir bitte ein Stüd Papier  
geben?

nämlich  
nach  
Hause (das Haus)

Ich muß nämlich einen Brief nach Hause  
schreiben,

Briefpapier (das)  
und ich habe kein Briefpapier.

keins  
Ich habe leider auch keins.

gehört  
Wem gehört denn das Briefpapier da?

Ihrs  
Ist das nicht Ihrs?

dieses  
Bruder (der)  
Nein, dieses Briefpapier hier gehört mei-  
nem Bruder,

*his (ref. to a dass-word)  
all-right ('already')  
but I guess you can take his all right.*

*fountain pen  
lend*

ZAINSS  
SHOHN  
ahber ich GLAUbe zih können  
ZAINSS shohn nehmen.

*Schulze*  
FÜLL-fehder-halter (dehr)  
LAIen

feins  
schon  
aber ich glaube, Sie können feins schon  
nehmen.

Füllfederhalter (der)  
leihen

**Unit 5, Record Side 2, beginning. (78 RPM)**

*Could you lend me a fountain pen  
too?*

*mine (ref. to a dehr-word)  
snafu  
Mine's snafu, you see.*

könnten zih mihr aukh ainen  
FÜLL-fehder-halter laien?

MAIner  
kaPUTT  
mainer ist nehml-ich kaPUTT.

Könnten Sie mir auch einen Füllfeder-  
halter leihen?

meiner  
kaputt  
Meiner ist nämlich kaputt.

*please  
these  
Sure, how do you like ('how please  
you') these two fountain pens?*

*this-one }  
that-one } (ref. to a dehr-word)  
sister  
This one's mine ('belongs to me'),  
and that one's my sister's ('belongs  
to my sister').*

*Müller*  
ge-FALLen  
DIHze  
BITTe zehr, vih gefallen ihnen  
DIHze tsvai FÜLL-fehder-  
halter?

DIHzer  
DEHR  
SHVEStEr (dih)  
DIHzer ge-höht MIHR, unt  
DEHR ge-höht mainer SHVEStEr.

gefallen  
diese  
Bitte sehr, wie gefallen Ihnen diese zwei  
Füllfederhalter?

dieser  
der  
Schwester (die)  
Dieser gehört mir, und der gehört meiner  
Schwester.

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*which-one (ref. to a dehr-word)*  
*pleases*  
*better*  
*Which one do you like better?*

*this-one (form 2, ref. to a dehr-word)*  
*I guess I'll take this one.*

*looks*  
*It looks better than that one there.*

*empty*  
*Oh, it's empty.*

*fill*  
*I'll have to fill it.*

*ink*  
*Could you give me some ink too?*

*For crying out loud!*

*at-all*  
*nothing*  
*Haven't you got anything at all?*

*without (plus form 2)*  
*But I can't write a letter without*  
*any ink!*

VELcher  
ge-FELLT  
BESSer  
velcher ge-fellt ihnen BESSer?

*Schulze*

dihzen  
ich GLAUbe ich nehme DIHzen.

ZIHT . . . AUS  
ehr ziht BESSer aus alss DEHR  
dah.

LEHR  
AKH, ehr ist LEHR.

FÜLLen  
ich muss ihn FÜLLen.

TINte (dih)  
könnten zih mihr aukh ett-vass  
TINte gehben?

*Müller*

tsumm DONNer-vetter!

GAHR  
NICHTS  
hahben zih denn GAHR nichts?

*Schulze*

OHne  
ahber ich kann dokh kainen brihf  
ohne TINte shraiben!

welcher  
gefällt  
besser  
Welcher gefällt Ihnen besser?

diesen  
Ich glaube, ich nehme diesen.

sieht . . . aus  
Er sieht besser aus als der da.

leer  
Ach, er ist leer.

füllen  
Ich muß ihn füllen.

Tinte (die)  
Könnten Sie mir auch etwas Tinte  
geben?

Zum Donnerwetter!

gar  
nichts  
Haben Sie denn gar nichts?

ohne  
Aber ich kann doch keinen Brief ohne  
Tinte schreiben!

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**Unit 5, Record Side 3, beginning. (78 RPM)**

*pencil*  
Then you'll have to write it in ('with')  
*pencil.*

*either*  
But I haven't got any pencil either  
(*'I have but also no pencil'*)!

*at*  
*house*  
Is your sister at home?

*one*  
Perhaps she has one.

*some*  
*her*  
Yes, I think she has some in her  
room.

*eraser*  
Maybe she'll give you an eraser, too.

*bring back*  
*our (before plurals)*  
*things*  
*for God's sake*

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*Müller*  
BLAI-shtift (dehr)  
dann müssen zih ihn mitt BLAI-  
-shtift shraiben.

*Schulze*  
AUKH  
ich habbe ahber aukh kainen  
BLAI-shtift!

TSUH  
HAUze (dass HAUS)  
ist ihre SHVEStEr tsuh hauze?

AINen  
fihlaicht hatt ZIH ainen.

*Müller*  
AINige  
IHrem  
YAH, ich GLAUbe zih hatt  
AINige inn ihrem TSIMMer.

rahDIHR-gummih (dehr)  
fihlaicht gipt zih ihnen aukh  
ainen rahDIHR-gummih.

BRINGen . . . tsuhRÜCK  
UNzere  
ZAKHen  
umm GOTTeS VILLen

Bleistift (der)  
Dann müssen Sie ihn mit Bleistift  
schreiben.

auch  
Ich habe aber auch keinen Bleistift!

zu  
Hause (das Haus)  
Ist Ihre Schwester zu Hause?

einen  
Vielleicht hat sie einen.

einige  
ihrem  
Ja, ich glaube, sie hat einige in ihrem  
Zimmer.

Radiergummi (der)  
Vielleicht gibt sie Ihnen auch einen  
Radiergummi.

bringen . . . zurück  
unsere  
Sachen  
um Gottes willen



*But for heaven's sakes, bring our  
things back again!*

ahber BRINGEn zih unzere  
ZAKHen umm GOTTeS villen  
vihder tsuhRÜCK!

Aber bringen Sie unsere Sachen um  
Gottes willen wieder zurück!

*And what do you suppose he did then?*

*whose*  
*With whose pencil does Schulze write  
his letter?*

VESSen  
mitt VESSen BLAI-shtift shraipt  
SHULtse zainen BRIHF?

weisen  
Mit weisen Bleistift schreibt Schulze  
seinen Brief?

*He doesn't write it with a pencil at  
all ('with no pencil at all').*

ehr shraipt ihn mitt GAHR  
kainem blai-shtift.

Er schreibt ihn mit gar keinem Bleistift.

*to*  
*He goes to Miss Mueller,*

TSUH  
ehr GEHT tsuh froi-lain  
MÜLLer,

zu  
Er geht zu Fräulein Müller,

*borrow (lends himself)*  
*typewriter*  
*borrow her typewriter,*

LAIT zich  
SHRAIP-mashihne (dih)  
LAIT zich ihre SHRAIP-  
-mashihne,

leiht sich  
Schreibmaschine (die)  
leiht sich ihre Schreibmaschine,

*types*  
*and types his letter.*

TIPPT  
unt TIPPT zainen BRIHF.

tippt  
und tippt seinen Brief.

Before you go through the *Basic Sentences* a second time, study the following:

## 2. Hints on Pronunciation

### 1. Separation of Words.

In English we are used to running words together.  
For example, a phrase like *not at all* is usually pro-

nounced *nota-tall*. In German this kind of running  
together is quite rare; you may hear it in such sentences  
as *DASS\_ist dehr BAHN-hohf* 'that's the station', or

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*ess\_ist DORT* 'it's there', especially if they are spoken fast. Usually, however, words are quite clearly separated. We sometimes do this in English when we are on our best behavior. Try saying the phrase *not at all* in a very formal way, making a clean-cut division between the three words. Can you hear the little catch

that your voice makes before each *a*? Now listen to the way your Guide says the following German sentences. If he says them fairly slowly, you will surely hear this same little catch in front of each word that begins with a vowel. Repeat right after him, imitating as closely as possible.

## PRACTICE 1

### Unit 5, Record Side 3, after 1st spiral. (78 RPM)

HIHR ist ihr BIHR.

ehr isst ett-vass FLAISH.

vehr ist AUKH aus ahMEH-  
rihkah?

ehr ARbaitet ann ainer  
ANderen uhnihverzihTEHT.

Hier ist Ihr Bier.

Er ißt etwas Fleisch.

Wer ist auch aus Amerika?

Er arbeitet an einer anderen Univerfi-  
tät.

Notice that you never get anything like *HIH-R-is-t-ihr BIHR*, etc. This clear separation of words is one of the things that gives German such a clipped, staccato sound.

### 2. Unaccented Vowels.

Another thing we are used to doing in English is to slide over the unaccented vowels. In the following column labeled *English Contrasts*, a number of English words are given in a very crude kind of simplified spelling. Read these words over as you naturally pronounce them, and notice how short all the unaccented vowels are. Notice also that all the *a*'s which we write in the

### (33½ RPM) Record Side 5, after 1st spiral.

*Here is your beer.*

*He's eating some meat.*

*Who else is from America?*

*He works at another university.*

regular spelling are really pronounced like unaccented *e* (as in *begin*).

Now turn to the column labeled *German Words* and listen to the way your Guide pronounces similar German words. If you are using the records, note the contrasting English words pronounced immediately after the German. Notice how full the unaccented German vowels sound in comparison with ours. The only ones that sound like ours are short *i* and short *e*. Repeat each word right after your Guide, and be sure you give each unaccented vowel its full quality. Try especially not to make unaccented *a* and *ah* sound like unaccented *e*.

## PRACTICE 2

### GERMAN WORDS

### ENGLISH CONTRASTS

#### Unit 5, Record Side 3, after 2nd spiral. (78 RPM)

	kaPUTT	kaputt	'snafu'
dass	paPIHR	das Papier	'paper'
	ahMEHrihkah	Amerika	'America'
dih	maSHIHne	die Maschine	'machine'
dehr	pohlihTSIST	der Polizist	'policeman'
dih	tsihgahRETTe	die Zigarette	'cigarette'
dehr	ahmehrihKAHner	der Amerikaner	'American (man)'
dih	uhnihverzihTEHT	die Universität	'university'

(kePOWN	'Capone')
(pePAIruSS	'papyrus')
(eMERRicke	'America')
(meSHIHn	'machine')
(palITISHen	'politician')
(siggeRETT	'cigarette')
(eMERRicken	'American')
(yuhnIVRRsittih	'university')

Now go twice through the *Basic Sentences* individually, once with book open and once with book closed.

## SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

### 1. Word Study (Individual Study)

#### A. THE AIN-WORDS

Sample nouns: **dehr** BLAI-shtift, **dass** BRIHF-papihr, **dih** TINte

			<i>Form 1</i>					
VOH ist	{	<b>ihr</b>	BLAI-shtift?	Where is	{	<b>your</b>	{	pencil?
		<b>ihr</b>	BRIHF-papihr?			<b>their</b>		letter paper?
		<b>ihre</b>	TINte?					ink?
			<i>Form 2</i>					
VEHR hatt	{	<b>ihren</b>	BLAI-shtift?	Who has	{	<b>your</b>	{	pencil?
		<b>ihr</b>	BRIHF-papihr?			<b>their</b>		letter paper?
		<b>ihre</b>	TINte?					ink?

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*Form 3*

ehr SHRAIPT mitt	{	<b>unzerem</b> BLAI-shtift. <b>unzerem</b> BRIHF-papihr. <b>unzerer</b> TINte.	{	our our our	{	pencil. letter paper. ink.
------------------	---	--	---	-------------------	---	----------------------------------

Summary of endings: before	<i>dehr</i> -words	<i>dass</i> -words	<i>dih</i> -words
1	—	—	-e
2	-en	—	-e
3	-em	-em	-er

The POSSESSIVES *MAIN* 'my', *UNzer* 'our', *ZAIN* 'his', *IHR* 'her', and *IHR* 'your, their' take the same endings as *AIN* and *KAIN*. As the above table shows, there are three places where these so-called *ain*-words do not have any ending. Notice, however, the following:

*dehr*-words, *Form 1*

<b>main</b> FÜLL-fehder-halter ist kaPUTT.	My fountain pen is snafu.
<b>MAIner</b> ist kaPUTT.	<b>Mine</b> is snafu.

*dass*-words, *Form 1*

IST dass nicht <b>IHR</b> BRIHF-papihr?	Isn't that <b>your</b> letter paper?
IST dass nicht <b>IHRSS</b> ?	Isn't that <b>yours</b> ?

*dass*-words, *Form 2*

ICH hahbe AUKH <b>kain</b> BRIHF-papihr.	I haven't any letter paper either. (I have also <b>no</b> letter paper.)
ICH hahbe AUKH <b>kainss</b> .	I haven't any either. (I have also <b>none</b> .)

As you can see, the *ain*-words have no ending in these three places when they are used with a noun; but when they are used alone, they have the endings shown above. (Notice how similar this is to English **my—mine, your—yours, no—none.**)

We can now change our summary of endings to read as follows, and say that the endings in parentheses are added only when the *ain*-words are used alone:

Summary of endings: before	<i>dehr</i> -words	<i>dass</i> -words	<i>dih</i> -words
1	(-er)	(-ss)	-e
2	-en	(-ss)	-e
3	-em	-em	-er

## B. THE *DIHzer*-WORDS

Sample nouns: **dehr** BLAI-shtift, **dass** BRIHF-papihr, **dih** TINte

### Form 1

<b>DIHzer</b>	BLAI-shtift	} ge-höht MIHR.	This pencil	} belongs to <b>me</b> .
<b>DIHzes</b>	BRIHF-papihr		This letter paper	
<b>DIHze</b>	TINte		This ink	

### Form 2

<b>VELchen</b>	BLAI-shtift	} zoll ich NEHmen?	Which pencil	} shall I take?
<b>VELches</b>	BRIHF-papihr		Which letter paper	
<b>VELche</b>	TINte		Which ink	

### Form 3

SHRAIben zih mitt {	<b>DIHzem</b>	BLAI-shtift.	Write with {	this pencil.
	<b>DIHzem</b>	BRIHF-papihr.		this letter paper.
	<b>DIHzer</b>	TINte.		this ink.

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Summary of endings: before	<i>dehr</i> -words	<i>dass</i> -words	<i>dih</i> -words
1	-er	-es	-e
2	-en	-es	-e
3	-em	-em	-er

As you can see, the endings of the *dihzer*-words (*DIHZ*- and *VELCH*-) are almost identical with those of the *ain*-words. The main difference is that the *dihzer*-words ALWAYS have an ending in ALL places,

whether they are used alone or not. In all the above sentences the following noun could be left out (the meanings would then be 'this one', 'which one?'), and the endings would stay just as they are.

### C. THE PLURAL

#### Form 1

VIH zint **dih** karTOFFeln?  
vih ge-FALLen ihnen **DIHze** tsvai FÜLL-fehder-  
-halter?

How are the potatoes?  
How do you like these two fountain pens?

#### Form 2

herr FISHer shteckt **dih** SHTRAICH-höltser  
vihder AIN.  
BRINGen zih **unzere** ZAKHen umm GOTTes  
VILLen VIHder tsuhRÜCK!

Mr. Fisher puts the matches back in his  
pocket.  
For heaven's sake bring our things back  
again!

#### Form 3

vass VOLLen zih mitt **dehn** tsihGARRen makhen?  
ehr GEHT mitt **zainen** ELtern inss KIHnoh.

What do you want to do with the cigars?  
He goes to the movies with his parents.

In the singular we were able to distinguish three different kinds of German nouns, because the noun-modifiers that preceded them appeared in three different shapes: **dehr** (**main**, **dihzer**) *FÜLL-fehder-halter*,

etc.; **dass** (**main**, **dihzes**) *SHTRAICH-holts*, etc.; and **dih** (**maine**, **dihze**) *tsihGARRe*, etc. In the plural this is no longer true; noun-modifiers have the same shape before all kinds of nouns. In forms 1 and 2 they appear as

**dih** (**maine**, **dihze**), and in form 3 as **dehn** (**mainen**, **dihzen**). This means that if a noun has no singular, we cannot assign it to any one of the three types; it is simply a plural noun, and does not belong to either the *dehr*-,

*dass*-, or *dih*-type. An example is the word *ELtern* 'parents' (there is no word for singular 'parent'). Such words are listed in the *Finder Lists* without any *dehr*, *dass*, or *dih* in front of them.

#### D. THIS, THAT, THESE, THOSE

vass IST **dihs**? **dihs** ist MILCH.

vass IST **dass**? **dass** ist FLAISH.

vass ZINT **dihs**? **dihs** zint karTOFFeln.

vass ZINT **dass**? **dass** zint tsihgahRETTen.

What is this? This is milk.

What is that? That is meat.

What are these? These are potatoes.

What are those? Those are cigarettes.

In the English sentences above, the words *this*, *that*, *these*, *those* are not noun-modifiers, but simply pointing words. In the corresponding German sentences, *dihs* and *dass* are also just pointing words, meaning some-

thing like 'this-thing', 'that-thing', 'these-things', 'those-things'.

Now watch what happens when the words *this*, *that*, *these*, *those* are noun-modifiers:

VELcher BLAI-shtift ge-FELLT ihnen BESSer,  
**DIHzer** HIHR ohder **DEHR** DAH?

**DIHzes** BRIHF-papihr ge-höht MIHR,  
unt **DIH** TINte ge-höht IHnen.

inn VELchem hohTELL VOHnen zih, inn  
**DIHzem** ohder inn **DEHM**?

**DIHze** tsihgarren zint FIHL BESSer alss **DIH**.

Which pencil do you like ('pleases you') better,  
this (one) here or that (one) there?

This letter paper belongs to me,  
and that ink belongs to you.

Which hotel do you live in, in this (one) or  
in that (one)?

These cigars are much better than those.

Notice that here the words for *this*, *that*, *these*, *those* are noun-modifiers because they are either followed by a noun (*this letter paper*, *that ink*, etc.), or else there is a noun understood after them (*this one*, *that one*, etc.). Notice also that German has no special word for the

noun-modifier 'that'; it simply uses the regular word for 'the', but accents it (says it loud). Hence a sentence like *GEHben zih mihr dehn BLAI-shtift* means 'Give me the pencil', but *GEHben zih mihr DEHN blai-shtift* means 'Give me that pencil'.

## E. THE OBJECTS OF VERBS

### *Object in form 2 (person or thing)*

ich KENNe **ihn** nicht.

fer-SHTEHen zih **mich**?

FRAHgen zih **dehn pohlihTSIS**ten voh ess IST.

ich kann **mainen BLAI-shtift** nicht FINDen.

I don't know him.

Do you understand me?

Ask the policeman where it is.

I can't find my pencil.

Most German verbs that take an object have it in form 2. Such an object may be either a person or a thing.

### *Object in form 3 (person)*

DIHzer blai-shtift ge-FELLT **mihr** BESSer.

DIHzes brihf-papihr ge-HÖHRT **mainer**  
SHVESTer.

This pencil pleases me better, *i.e.*, I like this pencil better.

This letter paper belongs to my sister, *i.e.*, This is my sister's letter paper.

A few German verbs take an object in form 3. Such an object is nearly always a person.

### *Two objects, one in form 2 (thing), one in form 3 (person)*

ehr GIPT **mihr zainen BLAI-shtift**.

ehr LAIT **ihn mihr**.

ehr BIHtet **ihr aine tsihgahRETT**e ANN.

DARF ich **ihnen maine FRAU** FOHR-shtellen?

He gives me his pencil.

He lends it to me.

He offers her a cigarette.

May I introduce my wife to you?

A number of German verbs take two objects, one in form 2 (often called the DIRECT OBJECT), and one in form 3 (often called the INDIRECT OBJECT).

The one in form 2 is usually a thing, the one in form 3 is usually a person.



## F. NEW IRREGULAR VERB

zih **ge-FALLen** mihr BAIde.

ich **ge-FALLe** ihm nicht.

VELcher **ge-FELLT** ihnen amm BESten?

I like them both ('they please me both').

He doesn't like me ('I don't please him').

Which one do you like ('which one pleases you') the **best**?

We normally translate such sentences as these by saying: 'I like such-and-such', etc. Notice, however,

that our translation is really hindsided; a literal translation would be: 'Such-and-such pleases me'.

### 2. Covering English and German of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the German, and making sure you know everything thoroughly.

### 3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

## SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

### 1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

### 2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the German. Check up on

anything you do not know, until you are sure of everything.

### 3. What Would You Say? (Individual Study)

1. *You ask a friend whether you can borrow his fountain pen:*
  - a. KÖNNten zih mihr bitte ihren FÜLL-fehder-halter laien?
  - b. MÖCHten zih gern ainen FÜLL-fehder-halter hahben?
  - c. vehm ge-höhrt dihzet FÜLL-fehder-halter?
2. *You explain that you have to write a letter to your father:*
  - a. DIHzer BRIHF ge-HÖHRT mainem FAHter.
  - b. main FAHter muss ainen BRIHF nahkh HAUze shraiben.
  - c. ich MUSS ainen BRIHF ann mainen FAHter shraiben.
3. *He says he's glad to give you his, but there isn't any ink in it:*
  - a. NEHmen zih bitte DIHze tinte HIHR.
  - b. MAInen gehbe ich ihnen GERN, ahber ehr ist LAIder LEHR.
  - c. ich HAHbe kaine TINte, ahber ich LAIe ihnen GERN mainen BLAI-shtift.
4. *You wonder whether you could borrow some ink from his sister:*
  - a. VELche TINte ge-fellt ihrer SHVEStet amm BESTen?
  - b. KÖNNte ich mihr fihLAICHT ett-vass TINte fonn ihrer SHVEStet laien?
  - c. ge-höhrt DIH tinte DAH ihrer SHVEStet?
5. *He says he's sorry, but his sister isn't at home:*
  - a. maine SHVEStet ist LAIder NICHT tsuh HAUze.
  - b. maine SHVEStet KOMMT geRAHde nahkh HAUze.
  - c. ich VAISS nicht voh maine SHVEStet ist.
6. *And he doesn't know where her ink is:*
  - a. ich VAISS nicht vehm dih TINte ge-HÖHRT.
  - b. ehr VAISS gahr nicht voh maine TINte ist.
  - c. ich VAISS nicht voh ihre TINte ist.
7. *He suggests that you type your letter on his typewriter:*
  - a. können zih TIPPen, ohder VISSen zih nicht vass aine SHRAIP-mashihne ist?
  - b. DIHze shraip-mashihne ziht FIHL BESSer AUS alss DIH DAH.
  - c. vahrumm TIPPen zih dehn brihf nicht auf mainer SHRAIP-mashihne?

8. *You say you don't want to break his typewriter:*  
a. ich VILL zih nicht kaPUTT makhen.  
b. ihre SHRAIP-mashihne ist LAIder kaPUTT.  
c. ich VAISS laider nicht voh dih SHRAIP-mashihne IST.
9. *So you go down town to buy a pen. You say to the salesgirl:*  
a. ich MÖCHte gern ainen FÜLL-fehder-halter habben.  
b. ich MUSS dehn BRIHF mitt ainem FÜLL-fehder-halter shraiben.  
c. GEHben zih mihr bitte ainen rahDIHR-gummih.
10. *She asks you which of two you'd like to see:*  
a. HIHR zint tsvai FÜLL-fehder-halter; VELcher ge-höht IHnen?
- b. VELchen möchten zih gern ZEHen, DIHzen HIHR ohder DEHN DAH?  
c. VELcher füll-fehder-halter ziht amm BESTen AUS?
11. *You ask to see the one over there:*  
a. MAIner ist FIHL BESSer alss DEHR dah DRÜHben.  
b. DARF ich bitte DEHN dah DRÜHben zehen?  
c. VEHM ge-höht DEHR dah DRÜHben?
12. *You say you like this one better, and will take it:*  
a. DIHzer HIHR ZIHT nicht zoh GUHT AUS vih DEHR DAH.  
b. DEHR DAH KOSTet tsuh fihl; ich nehme DIHzen.  
c. ich GLAUbe ich nehme DIHzen; ehr ge-FELLT mihr BESSer alss DEHR DAH.

## SECTION D—LISTENING IN

### 1. What Did You Say?

Give your answers in German for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the

English equivalents of all the expressions in the exercise.

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## 2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct German for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

## 3. Listening In

With your book closed, listen to the following con-

versations as read by the Guide or phonograph record. Repeat the German immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat each conversation, if necessary; then take parts and carry on the conversation.

1. *Mr. Meyer goes into a store to buy a fountain pen. The salesgirl says to him:*

**Unit 5, Record Side 4, beginning. (78 RPM)**

FROI-lain: vass MÖCHten zih, bitte?

MAIer: ich möchte gerne ainen FÜLL-fehder-halter hahben, BITTe.

FROI-lain: BITTe shöhn, vih ge-FELLT ihnen DIHzer?

MAIer: vass KOSTet dehr?

FROI-lain: ehr kostet TSEHN MARK.

MAIer: vih-fihl kostet DIHzer hihr?

FROI-lain: DEHR kostet nuhr FÜNF mark.

DIHzer hihr ist ahber virk-lich FIHL BESSer alss DEHR dah.

**(33½ RPM) Record Side 5, after 2nd spiral.**

Was möchten Sie, bitte?

Ich möchte gerne einen Füllfederhalter haben, bitte.

Bitte schön, wie gefällt Ihnen dieser?

Was kostet der?

Er kostet zehn Mark.

Wieviel kostet dieser hier?

Der kostet nur fünf Mark.

Dieser hier ist aber wirklich viel besser als der da.

MAIer: GUHT, ich NEHme dehn.

FROI-lain: BRAUkhen zih aukh ainen BLAI-shtift?  
ohder ett-vass TINte?

MAIer: NAIN DANGke.

FROI-lain: fihlaicht ett-vass BRIHF-papihr?

MAIer: YAH, ich GLAUbe ich nehme aukh ett-vass  
BRIHF-papihr.  
ich hahbe KAINSS tsuh HAUze.

FROI-lain: DIHzes hihr ist ZEHR GUHT.

MAIer: vih-fihl KOSTet dass?

FROI-lain: AIne mark TSEHN.

MAIer: dass makht tsuh-zammen ELF mark TSEHN,  
nicht VAHR?

FROI-lain: YAH BITTe.

*Meyer gives her the money, and she says:*

FROI-lain: DANGke shöhn.

MAIer: auf VIHder-zehen.

FROI-lain: auf VIHDer-zehen.

Gut, ich nehme den.

Brauchen Sie auch einen Bleistift?  
Oder etwas Tinte?

Nein danke.

Vielleicht etwas Briefpapier?

Ja, ich glaube, ich nehme auch etwas Briefpapier.

Ich habe keins zu Hause.

Dieses hier ist sehr gut.

Wieviel kostet das?

Eine Mark zehn.

Das macht zusammen elf Mark zehn, nicht wahr?

Ja bitte.

Danke schön.

Auf Wiedersehen.

Auf Wiedersehen.

2. Meyer and a friend, Koenig, are sorting over some things, trying to find out what belongs to whom.

**Unit 5, Record Side 4, after 1st spiral. (78 RPM)**

MAIer: vehm ge-HÖHren denn dihze zakhen?  
ge-höhen zih alle UNSS?

KÖHnich: NAIN, ich glaube AInige ge-höhen aukh SHNAIder.

MAIer: VASS ge-höhrt denn shnaider?

KÖHnich: dihzer BLAI-shtift ge-höhrt ihm, nicht VAHR?  
ist dass nicht ZAIner?

MAIer: NAIN, dass ist NICHT zainer.  
ehr ge-höhrt MIHR.

KÖHnich: dass kann dokh nicht IHrer zain!  
zih hahben dokh ihren inn dehr TASHe!

MAIer: YAH, ahber MAIner ist kaPUTT.  
ich muss DIHzen nehmen.

KÖHnich: dann müssen zih shnaider dahrumm BITTen.

MAIer: GUHT, vihr vollen ihn SHNAIder gehben.  
vehm ge-höhrt dihzes BRIHF-papihr?  
ist ess IHRSS ohder MAINSS?

Wem gehören denn diese Sachen?

Gehören sie alle uns?

Nein, ich glaube einige gehören auch Schneider.

Was gehört denn Schneider?

Dieser Bleistift gehört ihm, nicht wahr?

Ist das nicht feiner?

Nein, das ist nicht feiner.

Er gehört mir.

Das kann doch nicht Ihrer sein!

Sie haben doch Ihren in der Tasche!

Ja, aber meiner ist kaputt.

Ich muß diesen nehmen.

Dann müssen Sie Schneider darum bitten.

Gut, wir wollen ihn Schneider geben.

Wem gehört dieses Briefpapier?

Ist es Ihres oder meins?

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**KÖHnich:** dass ge-höhrt IHnen.

ahber vehm ge-höhren dihze tsvai FÜLL-fehder-  
-halter?

**MAIer:** ich VAISS ess nicht.

ICH nehme DIHzen,

ZIH nehmen DEHN,

unt vihr gehben SHNAIder dehn rahDIHR-gummih.

Das gehört Ihnen.

Aber wem gehören diese zwei Füllfederhalter?

Ich weiß es nicht.

Ich nehme diesen,

Sie nehmen den,

und wir geben Schneider den Radiergummi.

## SECTION E—CONVERSATION

### 1. Covering the German in Basic Sentences (Individual Study)

Cover the German of the *Basic Sentences* and practice saying the German equivalents of the English expressions.

### 2. Vocabulary Check-Up

Give the German expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

### 3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. By now you have a fair amount of material that you can bring into your conversations. Invent new combinations of subject matter.

Work through these situations, saying in German

whatever fits the situation, taking parts as you have done in previous units.

1. You go into a store to buy a fountain pen. You say hello to the salesgirl, and she asks you what you want. You tell her. She shows you a particular pen and asks you how you like it ('how pleases you this one?'). But you want another one, and you have an

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awful time trying to make her understand just which one it is you want. Go through a lot of business about 'this one', 'that one', 'which one?', 'this one here', 'that one there'. Finally, haggle over the price: 'that one costs too much', 'this one doesn't look very good', etc.

2. Now let two other members go through the same procedure, only this time it is some letter paper that is being bought.

3. The third time it is a pipe that is being bought.

4. The fourth time it is a couple of fountain pens.

## SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E with a review of parts 1 and 2 of the section if necessary.

### FINDER LIST

AINige (einige) 'some, several, a few'	dass DONNer-vetter (Donnerwetter) 'thunder-weather'; tsumm DONNer-vetter! 'for crying out loud!'
BESSer (besser) 'better'	FÜLLen (füllen) 'fill'
BITTen (bitten) 'ask (for something), request'; ich BITTe umm (plus form 2) 'I ask for'; contrast FRAHgen 'ask (somebody a question)'	dehr FÜLL-fehder-halter (Füllfederhalter) 'fountain pen'
dehr BLAI-shtift (Bleistift) 'pencil'	GAHR (gar) 'at all'; GAHR nicht 'not at all'; GAHR nichts 'nothing at all'; GAHR kain 'no . . . at all'
dehr BRIHF (Brief) 'letter'	ge-FALLen (ehr ge-FELLT) (gefallen, gefällt) 'please'; ess ge-FELLT mihr 'I like it'
dass BRIHF-papihr (Briefpapier) 'letter paper'	ge-HÖHren (gehören): plus form 3 'belong to'
BRINGen (bringen) 'bring'	
dehr BRUHder (Bruder) 'brother'	
DIHZ- (dies) 'this'	
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**dehr** GOTT (Gott) 'god'; umm GOTTes VILLen  
'for heaven's sakes, for goodness' sakes' (not  
as strong as English 'for God's sake')

**dass** HAUS (Haus) 'house'; nahkh HAUze '(to)  
home'; tsuh HAUze 'at home'

(1) IHR (ihr) 'her'

(2) IHR (Ihr, ihr) 'your, their'

kaPUTT 'snafu'

LAien (leihen) 'lend'; ich LAIe mihr 'I borrow'

LEHR (leer) 'empty'

NAHKH (nach): plus form 3 'towards'; nahkh  
HAUze '(to) home'

NEHM-lich (nämlich) 'you see'

NICHTS (nichts) 'nothing'

OHne (ohne): plus form 2 'without'

**dass** paPIHR (Papier) 'paper'

**dehr** rahDIHR-gummih (Radiergummi) '(rubber)  
eraser'

SHRAIben (schreiben) 'write'

dih SHRAIP-mashihne (Schreibmaschine) 'type-  
writer'

dass SHTÜCK (Stück) 'piece'

dih SHVEster (Schwester) 'sister'

dih TINte (Tinte) 'ink'

TIPPen (tippen) 'type'

dass TSIMMer (Zimmer) 'room'

tsuhRÜCK (zurück): accented adverb 'back'

UMM (um): ich BITTe umm (plus form 2)  
'I ask for'

umm . . . VILLen (um . . . willen) 'for . . . 's  
sake'

UNzer (unser) 'our'

VELCH- (welch-) 'which'

VESSen (wessen) 'whose'

VILLen (wollen): see umm . . . VILLen

dih ZAKHe (Sache) 'thing'

ZEHen (sehen): ich ZEHe . . . AUS 'I look  
(good, bad, etc.)'

# UNIT 6

## REVIEW

### SECTION A—WHAT DO YOU KNOW IN GERMAN?

*To the Group Leader:* This unit is intended to furnish the group with a thorough review of all the work done to date: understanding of vocabulary, use of vocabulary, and grammar. Pronunciation should be the object of attention whenever the students are talking. Either the Guide or, if there is no Guide, the Leader and other students should correct faulty pronunciation.

Section A is a true-and-false quiz which is to be read to the group by the Guide or the phonograph records. Each student is to write the numbers from 1 to 80 on a sheet of paper. After hearing each statement in German, the students are to mark T opposite the number of that statement if they consider it a true statement, and F if they consider it false. If the students understand the German they will have no difficulty in deciding whether or not the statements are true or false.

Use the first item in the quiz as a practice item. When you are ready to start, announce "Statement 1," and give the signal to the Guide to begin, or put on the phonograph record. The Guide or record will then read the German statement: "TSVAI unt TSVAI ist FÜNF" and will repeat the statement once more. Explain to the group that, since the meaning of this statement is: "Two and two are five" they should write an F after the figure 1 on their papers. Then announce "Statement 2" and continue with the Guide or phonograph record. Each statement in German is to be presented twice. When working with a Guide, continue to call the number of each statement throughout the quiz so that the students will have no trouble keeping the proper place. Take the quiz with the rest of the group.

In the back of the Guide's manual you will find a list giving the correct answers (T or F) for the German items, together with the English translations. After the quiz is over, read to the group the correct answers, T or F for each item. The students are to check their papers. Find the average number of correct answers per student for your group and include your own answers. Any student who gets less than the average number of answers or less than 80% (whichever is higher) correct, needs more thorough study and review of the preceding units.

Use the rest of the period to repeat the German expressions for which students had the wrong answer and give the English equivalents of these statements if they wish to have them. Be sure that the students understand the meaning of all the items which they got wrong; those are the items on which their vocabulary is weak and needs further study.

This unit provides several tests which will help you to make sure that you have thoroughly covered the work of the first five *Learning Units* of the course. They will show you what you may need to restudy or review.

Section A is a true-false quiz. After you have marked the numbers 1 to 80 on a sheet of paper, your Leader will have the Guide read, or will play the phonograph records containing a number of statements in German. As you hear each sentence, decide whether the statement it makes is true or false. Decide whether the statement is *usually* true or *usually* false. Do not go into particular cases. If you think the statement is true, mark *T* opposite the number corresponding to the number of the sentences that has just been spoken. If you think it is false, mark *F* opposite the number. The first item will be a practice item and will show you

just how you are to proceed with the rest of the sentences.

After you have done this work, the Leader will go through your answers with you as a group, and will tell you which statements are true and which are false. Score your paper, counting one for each correct answer. The Leader will figure out the average score for your group. If your score falls below the average of the group as a whole, you need more study and review of the previous units.

Use the rest of the period to go over the sentences again with your Guide or records. For each item on which you are wrong, be sure that you understand why you are wrong, and what the true meaning of the item is.

If you come out well on this quiz, that indicates that you have a pretty good understanding of practically all the work you have covered to date.

## SECTION B—HOW WOULD YOU SAY IT? (Individual Study)

Go through the following English sentences and prepare to say the equivalents for the English at your next group meeting. *Do not write anything down*, but say the German equivalents out loud and keep

practicing them aloud until you have the German down so cold that when the English is fired at you point-blank you can fire the German right back without any hesitation.

### I

1. Good morning, Mr. Schulze. How are you today?
2. I'm fine, thank you, and you?

3. I don't understand you.
4. Please speak slowly.

5. Excuse me, where is the railroad station, please?
6. Go first to the left and then to the right.
7. The hotel is straight ahead.

1. Where do you come from?
2. My name is Meyer; I'm an American.
3. He is very well.
4. How is your mother today?
5. May I present Mr. Koenig?

1. I'm going to the bank to change some money.
2. How do we get to the station, please?
3. I have to go to the station, first.
4. You can go either by bus or by trolley.
5. The trolley stop is over there at the corner.
6. Could you please give me a map of the city?

1. He introduces himself to Mr. Fischer.
2. May I offer you a cigarette?
3. Could you please give me a light?
4. Do you like to smoke?
5. I like (to smoke) cigars.

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8. I'd like to have some cigarettes and some matches, please.
9. Would you like wine or beer?
10. How is the coffee? It isn't very good.

## II

6. Unfortunately he can't speak any German.
7. You can speak German very well.
8. Where are you going?
9. We're going to the movies.
10. Do come along with us.

## III

7. Let's take a walk through the city.
8. The cathedral is supposed to be very famous.
9. Excuse me, officer, could you please tell me where the museum is?
10. I'm awfully thirsty; let's go into a café.

## IV

6. I prefer (to smoke) cigarettes.
7. He likes (to smoke) a pipe the best.
8. Many thanks.—Don't mention it.
9. He takes a box of matches out of his pocket.
10. He lights his cigarette with the match.

1. Could you please give me a piece of letter paper?
2. This ink belongs to my brother.
3. Could you lend me your fountain pen?
4. Which fountain pen do you like better?
5. I haven't got a pencil either.

V

6. My sister has some in her room.
7. He types his letter with a typewriter.
8. Please bring our things back again.
9. What does he ask him for?
10. He asks him for a piece of paper.

### SECTION C—HOW DID YOU SAY IT?

*To the Group Leader:* Simply follow the directions given below.

This Section is a drill on the work you have done in Section B of this unit. Keep your book closed. The Leader will call on members of the group (but not in any fixed order) to speak the German equivalents of the English sentences given in Section B. The work

must be kept moving rapidly, and interest should never lag. If the Guide is present he is to listen and correct your pronunciation and expressions.

This section is intended to give you a check on your ability to use the vocabulary you have learned.

### SECTION D—HOW WOULD YOU SAY IT? (*Cont.*)

(Individual Study)

Go through these English sentences and prepare to say the equivalents for the English, just as you did in Section B of this unit. Do not write anything down,

but have everything well fixed in your mind, and ready to speak in the next group meeting.

I

1. Where is the railroad station? It's to the right of the bank.
2. How is the milk? It's very good.
3. Is the hotel over there? No, it's straight ahead.

4. How many cigarettes would you like?
5. I'd like to have ten, please.
6. How much does the wine cost? It costs three marks ten.

[6-D]

135

7. Which pencil do you like the best, this one or that one?
8. I'd like to have that one, please.

1. What's the name of that man over there?
2. Where do Mr. Meyer's parents come from?
3. How are your mother and your father?
4. They are very well, thanks.
5. Mr. Schulze speaks German very well.

1. What do you want to do, take a walk through the city?
2. Can we go into the park now, or do you have to go to the station first?
3. He wants to go to the bank and change some money.
4. What's the best way to get from here to the railroad station?
5. I have to go to the station.

1. I'm going into the café to drink a glass of wine.
2. Let's sit down at that table over there.
3. Do you like to live in a boarding house rather than in a hotel?
4. He takes his cigarettes out of his pocket and offers her one.

9. Do you like to eat meat and potatoes?
10. What do you like best to drink: wine, beer, or coffee?

## II

6. They are both learning German here in Berlin.
7. Are you going with her to the movies?
8. Whom are you coming with, with us or with them?
9. Let's all go home together.
10. Whom do you know in Berlin?

## III

6. Excuse me, could you please tell me where the bus stops?
7. He's taking ('going with') the trolley to Kaiser St.
8. What is there to see in Berlin?
9. Excuse me, officer, but could you please tell me where the cathedral is?
10. To the right of the university is a museum, and to the left of it is the park.

## IV

5. No thanks, really, I like to smoke cigarettes better.
6. Have you got a match with you?
7. My fountain pen must be snafu.
8. I think I have a box of matches in my pocket.
9. I have to light my pipe.
10. Please give Mr. Fischer some tobacco.

## V

1. Whom are you writing the letter to?
2. Whom does this fountain pen belong to? Is it yours or mine?
3. That's not her ink, it's mine; hers is over there on the table.
4. Which pipe do you like better, this one or that one?
5. For crying out loud, my fountain pen is snafu; could you please give me yours?
6. What do you want to write the letter with, pencil or ink?
7. For goodness' sake bring my typewriter back again!
8. Are you looking for a fountain pen? Here's one.
9. He wants to borrow my eraser.
10. I haven't got any money at all; could you please lend me two marks?

## SECTION E—HOW DID YOU SAY IT? (*Cont.*)

*To the Group Leader:* Simply follow the directions given below.

As in Section C, the Leader will go around the group and ask various members to supply (with books closed) the German equivalents for the sentences given in Section D. If the Guide is present, he will listen and correct pronunciation and expressions.

This section is intended to give you a check on your understanding of the way the language is built and functions.

## SECTION F—CONVERSATION

The members of the group will carry on short conversations lasting not more than 1 to 2 minutes, in which the entire contents of the preceding units should be used. Everyone should have a chance to take part as many times as possible. The situations of the conver-

sations should be varied and combined as much as possible. Each conversation should begin with greetings and inquiries after each other's health, and should end with formal leave-taking. Here are just a few out of many possibilities for conversations:

[6-F] **137**



1. Meeting friends on street.  
(Include: questions about each other's wealth, health of parents, health of brother and sister, where they are living now.)
2. Meeting a stranger and introducing oneself.  
(Include: statement of names, questions and answers about where you come from, where you work, where you're living now, what you're doing.)
3. Introducing people.  
(Include: introducing a friend or relative to someone, questions as to where from, languages spoken, offer some kind of smoke, give a light, ask where going now.)
4. Meeting a friend.  
(Include: questions as to where friend is going, suggestion that you both go get a drink, discussion of where best to go, what each likes to drink, ordering of drinks.)
5. Asking directions for sightseeing trip.  
(Include: questions as to what there is to see,

where it is, how best to get there, asking for map of city.)

6. In a restaurant.  
(Include: questions and answers about likes and dislikes, about German names of food and drink, ordering a meal, asking prices, discussion of prices, adding total, paying.)
7. Smoking.  
(Include: offering a smoke, offering a light, using matches, discussion of favorite kinds of smokes, favorite brands of cigarettes, cigars, and pipe tobacco.)
8. Buying things.  
(Include: purchase of some article or articles—pipe, cigarettes, pencil, pen, eraser, letter paper—, telling salesgirl just which one you want, asking prices, adding totals, paying.)
9. Borrowing things.  
(Include: asking for all the things needed to write a letter to someone, lender gradually getting annoyed because borrower doesn't have anything of his own.)



# PART TWO

# UNIT 7

## A PLACE TO LIVE

In this unit you will get your first *Hints on Spelling*. Notice that the *Conventional Spelling* is now given in the middle column and the *Aids to Listening* in the

right hand column. From this unit on you will pay more attention to the ordinary German spelling.

### SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, as you have done before. Then go through the *Hints on Spelling and Pronunciation*. Go once through the *Basic Sentences*

individually trying to follow the *Conventional Spelling* as much as possible. The last time through individually, you should be able to follow the *Conventional Spelling* without any trouble.

#### 1. Basic Sentences

*Mr. Meyer takes a room in a boarding house.*

— ENGLISH EQUIVALENTS —	— CONVENTIONAL SPELLING —	— AIDS TO LISTENING —
<b>Unit 7, Record Side 1, beginning. (78 RPM)</b>		<b>(33½ RPM) Record Side 7, beginning.</b>

*rent (from a person)*  
*How do you do, I'd like to rent a room.*

*Meyer*  
mieten  
Guten Tag, ich möchte gern ein Zimmer mieten.

MIHten  
guhten TAHK, ich möchte gern ain TSIMMER mihten.

*rent (to a person)*  
*Certainly, I have three rooms for ('to') rent,*

*Landlady*  
vermieten  
Bitte sehr, ich habe drei Zimmer zu vermieten,

fer-MIHten  
BITTe zehr, ich hahbe DRAI TSIMMER tsuh fer-mihten,

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*bath*  
*below*  
*ground floor*  
*one with bath downstairs here on the*  
*first floor*

*above*  
*first (with ending -en)*  
*story*  
*and two without bath upstairs on the*  
*second (German 'first') floor.*

*May I see one of the rooms on the*  
*second floor?*

*up (towards there)*  
*stairway*  
*They go upstairs,*

*landlady*  
*makes open*  
*door*  
*the landlady opens a door,*

*shows*  
*small (with ending -es)*  
*sleeping-room*  
*windows*  
*and shows him a small bedroom with*  
*two windows.*

*Bad (das)*  
*unten*  
*Parterre (das)*  
*eins mit Bad hier unten im Parterre*

*oben*  
*erst(en)*  
*Stoß (der)*  
*und zwei ohne Bad oben im ersten Stoß.*

*Meyer*

*Darf ich eins der Zimmer im ersten*  
*Stoß sehen?*

\* \* \*

*hinauf*  
*Treppe (die)*  
*Sie gehen die Treppe hinauf,*

*Wirtin (die)*  
*macht . . . auf*  
*Tür (die)*  
*die Wirtin macht eine Tür auf,*

*zeigt*  
*klein(es)*  
*Schlafzimmer (das)*  
*Fenstern (das Fenster)*  
*und zeigt ihm ein kleines Schlafzimmer*  
*mit zwei Fenstern.*

*BAHT (dass)*  
*UNten*  
*parTERR (dass)*  
*AINSS mitt BAHT hihr UNten*  
*imm parTERR*

*OHben*  
*EHRsten*  
*SHTOCK (dehr)*  
*unt TSVAI OHne baht OHben*  
*imm EHRsten SHTOCK.*

*darf ich ainss dehr tsimmer imm*  
*EHRsten SHTOCK zehen?*

*hinnaUF*  
*TREPPe (dih)*  
*zih GEHen dih TREPPe hinnaUF,*

*VIRtinn (dih)*  
*MAKHT . . . AUF*  
*TÜHR (dih)*  
*dih VIRtinn makht aine TÜHR auf,*

*TSAIKT*  
*KLAI nes*  
*SHLAHF-tsimmer (dass)*  
*FENstern (dass FENster)*  
*unt TSAIKT ihm ain klaines*  
*SHLAHF-tsimmer mitt*  
*TSVAI FENstern.*

*between*  
*Between the windows is ('stands')*  
*a desk ('writing-table').*

*before*  
*chair*  
*In front of the desk is a chair,*

*under-it ('thereunder')*  
*wastebasket*  
*and under it is a wastebasket.*

*zwischen*  
*Zwischen den Fenstern steht ein Schreib-*  
*tisch.*

*vor*  
*Stuhl (der)*  
*Vor dem Schreibtisch steht ein Stuhl,*

*darunter*  
*Papierkorb (der)*  
*und darunter steht ein Papierkorb.*

**TSVISHen**  
**TSVISHen dehn FENstern**  
**shteht ain SHRAIP-tish.**

**FOHR**  
**SHTUHL (dehr)**  
**FOHR dehm SHRAIP-tish**  
**shteht ain SHTUHL,**

**dahrUNter**  
**paPIHR-korp (dehr)**  
**unt dahrUNter shteht ain**  
**paPIHR-korp.**

**Unit 7, Record Side 2, beginning. (78 RPM)**

*wall*  
*bed*  
*Along ('at') the wall is a bed,*  
*over-it ('thereover')*  
*hang*  
*pictures*  
*and over it hang some pictures.*

*floor*  
*middle*  
*lies*  
*big (with ending -er)*  
*rug*  
*On the floor in the middle of the room*  
*is ('lies') a big rug.*

*Wand (die)*  
*Bett (das)*  
*An der Wand steht ein Bett,*  
*darüber*  
*hängen*  
*Bilder (das Bild)*  
*und darüber hängen einige Bilder.*

*Fußboden (der)*  
*Mitte (die)*  
*liegt*  
*groß(er)*  
*Teppich (der)*  
*Auf dem Fußboden in der Mitte des*  
*Zimmers liegt ein großer Teppich.*

**VANT (dih)**  
**BETT (dass)**  
**ann dehr VANT shteht ain BETT,**  
**dahrÜHber**  
**HENGen**  
**BILder (dass BILT)**  
**unt dahrÜHber hengen ainige**  
**BILder.**

**FUHSS-bohden (dehr)**  
**MITTe (dih)**  
**LIHKT**  
**GROHsser**  
**TEPPich (dehr)**  
**auf dehm FUHSS-bohden inn**  
**dehr mitte dess TSIMMerSS**  
**likt ain GROHsser TEPPich.**

# Landlaay

*dirty*  
*Now it looks a little dirty, of course,*

*nicely*  
*clean*  
*but I'll make it nice and clean for you*  
*('in-regard-to-you nicely clean').*

*(I) lay*  
*a few*  
*blankets*

*I'll put ('lay') a few blankets on*  
*the bed,*

*lamp*  
*and put ('place') a lamp there in(to)*  
*the corner.*

*bathroom*  
*next-door*  
*The bathroom is here next door.*

*schmutzig*  
*Jetzt sieht es natürlich etwas schmutzig*  
*aus,*

*schön*  
*sauber*  
*aber ich mache es Ihnen schön sauber.*

*lege*  
*ein paar*  
*Wolldecken (die Wolldecke)*

*Ich lege ein paar Wolldecken aufs Bett*

*Lampe (die)*  
*und stelle eine Lampe dort in die Ecke.*

*Badezimmer (das)*  
*nebenan*  
*Das Badezimmer ist hier nebenan.*

\* \* \*

*SHMUTsich*  
*YETST ziht ess nahtühr-lich ett-*  
*-vass SHMUTsich aus,*

*SHÖHN*  
*ZAUBer*  
*ahber ich makhe ess ihnen*  
*SHÖHN ZAUBer.*

*LEHge*  
*ain PAHR*  
*VOLL-decken (dih VOLL-*  
*-decke)*

*ich LEHGge ain pahr VOLL-*  
*-decken aufs BETT,*

*LAMpe (dih)*  
*unt shtelle aine LAMpe dort inn*  
*dih ECKe.*

*BAHde-tsimmer (dass)*  
*nehben-ANN*  
*dass BAHde-tsimmer ist hihr*  
*nehben-ANN.*

## Unit 7, Record Side 3, beginning. (78 RPM)

*looks at [it] for-himself*  
*Meyer takes a look at the bathroom.*

*down (towards there)*  
*Then they go down (stairs) again,*

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*sieht sich . . . an*  
*Meyer sieht sich das Badezimmer an.*

*hinunter*  
*Dann gehen sie wieder hinunter,*

*ZIHT zich . . . ANN*  
*MAIer ziht zich dass BAHde-*  
*-tsimmer ANN.*

*hinnUNter*  
*dann gehen zih vihrder hinnUNter,*

dining ('eating')-room  
living-room  
and the landlady shows him the dining-  
room and the living-room.

Esszimmer (das)  
Wohnzimmer (das)  
und die Wirtin zeigt ihm das Esszimmer  
und das Wohnzimmer.

ESS-tzimmer (class)  
VOHN-tzimmer (class)  
unt dih VIRtinn tsaiht ihm dass  
ESS-tzimmer unt dass VOHN-  
-tzimmer.

*Landlady*

evenings  
inside  
Evenings you can sit indoors here

abends  
drinnen  
Abends können Sie hier drinnen sitzen

AHbents  
DRINNen  
AHbents können zih hihr  
DRINNen zitsen

outside  
garden  
behind  
house  
or else ('also') outdoors in the garden  
behind the house.

draußen  
Garten (der)  
hinter  
Haus (das)  
oder auch draußen im Garten hinter dem  
Haus.

DRAUssen  
GARTen (dehr)  
HINTER  
HAUS (class)  
ohder aukh DRAUssen imm  
GARTen hinter dehm HAUS.

*Meyer*

per month  
How much does it cost per month?

pro Monat (der)  
Wieviel kostet es pro Monat?

proh MOHnatt (dehr)  
VIH-FIHL KOSTet ess f roh  
MOHnatt?

*Landlady*

fifty  
breakfast  
Fifty marks, with breakfast.

fünfzig  
Frühstück (das)  
Fünfzig Mark mit Frühstück.

FÜNFtsich  
FRÜH-shtück (class)  
FÜNFtsich MARK mitt FRÜH-  
-shtück.

*Meyer*

I move in  
tomorrow  
Fine, I'll move in tomorrow.

ich ziehe . . . ein  
morgen  
Schön, ich ziehe morgen ein.

ich TSiHe . . . AIN  
MORgen  
SHÖHN, ich tsihe MORgen AIN.

Before you go through the *Basic Sentences* a second time, read the following:

## 2. Hints on Pronunciation and Spelling

Up to now you have not been asked to pay any particular attention to the regular or conventional spelling. All you needed was something that would remind you as accurately as possible of the sounds you heard, and for that purpose the simplified spelling was better. Beginning with this unit, however, you should start learning the regular German spelling. To keep the two separate, where there might be confusion, we shall put the simplified spelling in square brackets, like this: ein Zimmer mit Bad [ain 'TSIMMer mitt BAHT]. Don't be in too much of a hurry to learn the conventional spelling. In this and the next four units you will still have the simplified spelling to help you out; after that you will get it only for new words.

The first time you go through the *Basic Sentences* in this and the next few units, keep your eyes on the simplified spelling, since it more nearly represents the sounds you hear. The second time through, try to follow the conventional spelling, unless it tends to throw you off on the pronunciation. By the third

repetition you should be able to watch only the conventional spelling, and still pronounce the words as you have up to this point. The most important thing for you to remember is that YOU ALREADY KNOW HOW TO PRONOUNCE GERMAN. Don't let the different appearance of familiar words change your pronunciation the least bit.

In their printing, the Germans use two different sets of alphabets. In some publications, especially in scientific works, in the financial pages of newspapers, and on typewriters, they use a style of type called (die) Antiqua [an'TIHkvah]. Since it is just like our ordinary roman type, you won't have any trouble reading it. In most publications, however, they use a style of type which resembles our Old English or Gothic; they call it (die) Fraktur [frak'TUHR]. This is the kind of type that you have seen, alongside the simplified spelling, in the *Basic Sentences*, *Hints on Pronunciation*, and *Listening In* sections.

The Fraktur alphabet looks like this:

Ä (A)	a (a)	Ê (E)	e (e)	Ï (I)	i (i)
ß (B)	b (b)	Ë (F)	f (f)	Ï (J)	j (j)
Ç (C)	c (c)	Ë (G)	g (g)	Ë (K)	k (k)
Ð (D)	d (d)	Ë (H)	h (h)	Ë (L)	l (l)

ℳ (M)	m (m)	Ŝ (S)	ſ, ſ (s)	Ÿ (Y)	ŷ (y)
ℕ (N)	n (n)	Ť (T)	ŭ (t)	Ž (Z)	ž (z)
Ō (O)	o (o)	Ŭ (U)	u (u)	Ź (A)	ā (ä)
ℙ (P)	p (p)	Ŵ (V)	v (v)	Ž (Ö)	ö (ö)
Œ (Q)	q (q)	Ŷ (W)	w (w)	Ū (Ü)	ü (ü)
℞ (R)	r (r)	Ẃ (X)	x (x)		ß (special double ff)

Don't worry about the funny shapes of these letters, especially the minute difference between *f* (f) and *ſ* (s), or the fact that capital *I* and capital *J* are identical. The best way to get the hang of the alphabet is not to examine individual letters, but rather to watch the

regular spelling as you hear your Guide say whole words and sentences, and as you pronounce them after him. To help you out, we shall give you some hints on spelling and pronunciation in the course of this and the next few units.

### 1. The sounds [z], [sh], and [ts].

The most exasperating thing (for us) about German spelling is the way it handles the letters *s* and *z*. In the first place, beside capital *S* (Ŝ), *Fraktur* has two kinds of small *s*'s, a straight one: *ſ*, and a round one: *ſ*. The round *ſ* is easy enough: it occurs only at the end of a word (or of part of a word), and is always pronounced [s]: *das ſhaus* [dass HAUS] 'the house'. The straight *ſ* is used in all other positions. Before consonants it is also pronounced [s]: *iſt* [IST] 'is', but before vowels it stands for the sound [z]: *ſehen* [ZEHen] 'see', *der Kaizer* [KAizer] 'Kaiser'. The combination *ſh* stands for the sound [sh]: *ſnell* [SHNELl] 'fast',

*der ſiſh* [TISH]; but *ſ* alone, at the beginning of a word (or of part of a word) before *p* or *t* also stands for the sound [sh]: *ſprechen* [SHPRECHen] 'speak', *der Stoß* [SHTOCK] 'story (of a building)'.

The letter *ž* is troublesome only because it has a value that we never give to it. IT ALWAYS STANDS FOR THE SOUNDS [ts]: *zehn* [TSEHN] 'ten', *das Zimmer* [TSIMMer] 'room', *ſchulze* [SHULze] 'Schulze'.

As you listen to your Guide say the following words, keep your eyes on the conventional spelling and try to get used to these new values for the letters *ſ* and *ž*. Repeat right after your Guide, as usual.

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## PRACTICE 1

Unit 7, Record Side 3, after 1st spiral. (78 RPM)

(33½ RPM) Record Side 7, after 1st spiral.

feine Sachen  
Schneiders Schwester  
ein Spaziergang durch die Stadt  
zwei Zigarren

ZAine ZAKHen  
SHNAIderss SHVEStEr  
ain shpa'TSIHR-gang durch dih  
SHTATT  
TSVAI tsihGARRen

his things  
Schneider's sister  
a walk through the city  
two cigars

Now do the same thing with the following sentences. Notice particularly the difference between *zieht* [TSIHT] and *zieht* [ZIHT].

## PRACTICE 2

Unit 7, Record Side 3, after 2nd spiral. (78 RPM)

Sie zieht in ein sauberes Zimmer ein.

zih TSIHT inn ain ZAUberes  
TSIMMer AIN.

*She moves into a clean room.*

Das Zimmer sieht sehr sauber aus.

dass TSIMMer zieht ZEHR  
ZAUber AUS.

*The room looks very clean.*

Zwischen zwei Stühlen steht ein Schreibtisch.

tsvishen tsvai SHTÜHlen shtecht  
ain SHRAIP-tish.

*Between two chairs stands a desk.*

2. Voiced and voiceless sounds.

Turn back to the Hints on Pronunciation in Unit 2 and re-read the section on voiced and voiceless sounds. Since the sounds [z] and [s] (or [v] and [f]) differ only

in that the former has voice, whereas the latter doesn't, we may call them a **VOICED-VOICELESS PAIR**. Other voiced-voiceless pairs are the sounds [b] and [p], [d] and [t], and [g] and [k]. Try them out. Now notice how these sounds alternate in the following words:

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[z, s]	[tsuh HAUze, dass HAUS]
[b, p]	[LIHber, amm LIHPsten]
	[SHRAIben, dih SHRAIP-mashihne]
[d, t]	[BAHden, dass BAHT]
[g, k]	[ZAHgen, ehr ZAHKT]

zu Hause,	das Haus
lieber,	am liebsten
schreiben,	die Schreibmaschine
baden,	das Bad
sagen,	er sagt

Each of these words has a stem that ends in a voiced consonant: [HAUZ-, LIHB-, SHRAIB-, BAHD-, ZAHG-]. However, these voiced consonants are always unvoiced (that is, replaced by their voiceless counterparts) in the following positions: (1) at the end of a word: [dass HAUS, dass BAHT]; (2) at the end of part of a word: [dih SHRAIP-mashihne]; (3) before [t]: [ehr ZAHKT]; (4) before [s]: [amm LIHPsten].

Now notice how these words are written in the conventional spelling. As you can see, the symbol for the

voiced sound is written in both columns (*s* is the regular symbol for the sound [z]). All we have to do is remember when these symbols are to be pronounced voiced, and when voiceless. This is actually a good deal more practical than what we do in our simplified spelling. When we see a form like [ehr ZAHKT], we can't tell whether the general form is going to be [ZAHgen] or [ZAHken]; the regular spelling *er sagt*, on the other hand, shows quite clearly that the general form must be *sagen*.

The only irregularity in this business of voiced and voiceless consonants is the following:

Unaccented [ig] unvoiced to [ich]

[ain SHMUTsiges TSIMMer, SHMUTsich]
[gnehdige FRAU, GNEHdich]

ein schmutziges Zimmer, schmutzig
gnädige Frau, gnädig

The [g] in unaccented [ig] is NOT unvoiced to [k], as we would expect, but to [ch]. This means that in the regular spelling, *ig* at the end of a word (or of part of a word, or before [t] or [s]) is always to be pronounced [ich]: *der König* [dehr KÖHnich] 'king'; *der Pfennig* [dehr PFENNich] 'pfennig'; etc.

(This is the standard treatment of [g]: it is unvoiced to [ch] in unaccented [ig], but otherwise to [k]. However, many north German speakers unvoice ALL [g]'s to [ch] (or [kh]), and many south German speakers unvoice ALL [g]'s to [k]. Hence we get the following:

<i>Spelling</i>	<i>Standard pronunciation</i>	<i>North German pronunciation</i>	<i>South German pronunciation</i>
liegt	[LIHKT]	[LIHCHT]	[LIHKT]
zeigt	[TSAIKT]	[TSAICHT]	[TSAIKT]
sagt	[ZAHKT]	[ZAHKHT]	[ZAHKT]
guten Tag	[guhten TAHK]	[guhten TAHKH]	[guhten TAHK]
schmutzig	[SHMUTsich]	[SHMUTsich]	[SHMUTsik]
gnädig	[GNEHdich]	[GNEHdich]	[GNEHdik]
König	[KÖHnich]	[KÖHnich]	[KÖHnik]
Pfennig	[PFENNich]	[PFENNich]	[PFENNik]

(As you can see, the standard pronunciation is half north German and half south German. The standard, north German, and south German pronunciations are all perfectly acceptable. The best thing for you to

do, as in all such cases, is to copy what your Guide says. The speaker on the records follows the standard treatment.)

## SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

### 1. Word Study (Individual Study)

#### A. FORM 4

der-words

in der Mitte des Tisches  
die Frau meines Bruders  
der Name dieses Herrn

in the middle of the table  
my brother's wife ('the wife of my brother')  
this gentleman's name ('the name of this gentleman')

das-words  
in der Mitte des Zimmers  
im ersten Stock meines Hauses  
an der Tür dieses Hotels

die-words  
auf der anderen Seite der Straße  
der Name Ihrer Frau  
die Wirtin dieser Pension

plurals  
eins der Zimmer  
einige Ihrer Sachen  
eine dieser Zigarren

in the middle of the room  
on the second floor of my house  
at the door of this hotel

on the other side of the street  
your wife's name ('the name of your wife')  
the landlady of this boarding house

one of the rooms  
some of your things  
one of these cigars

You already know about forms 1, 2, and 3 of nouns and noun-modifiers. There is also a fourth (and final) form which has possessive meaning. It is much less common than the other three; we have had only two examples of it in our sentences (the first ones listed above under das-words and die-words). The word for 'the' appears in form 4 as *des*, *der*, plural *der* [*dess*, *dess*, *dehr*; *dehr*]; all other noun-modifiers have the endings *-es*, *-es*, *-er*, plural *-er*.

All die-words and all plurals remain unchanged in

form 4. All das-words, however, and nearly all der-words, have an ending *-s*: *des Bruders*, *des Zimmers*, etc. After the sounds [s], [z], and [sh], this ending appears as *-es*: *des Autobusses*, *des Hauses*, *des Tisches*. In other one-syllable words either *-s* or *-es* is used: *des Stoffs* or *des Stoffes*.

The only der-words that do not add this ending in form 4 are the ones that simply keep the ending they already have in forms 2 and 3: *der Herr*, *den*, *dem*, *des Herrn*; *der Polizist*, *den*, *dem*, *des Polizisten*.

## B. THE PLURAL OF NOUNS

In English, if we know the singular of a noun, we can almost always tell how to form the plural; all we need to do is to add an *-s* or *-es*: *cigar—cigars*; *match—matches*. The only exceptions are a few words like *man—*

*men*; *sheep—sheep*; *ox—oxen*. In German, unfortunately, there are half a dozen different ways of forming the plural from the singular:

	<i>Singular</i>	<i>Plural</i>
no change	das Zimmer	— Zimmer
add -e	der Tisch	— Tische
add -er	das Bild	— Bilder
add -n	die Sache	— Sachen
add -en	die Tür	— Türen
add -s	das Hotel	— Hotels

[dass TSIMMer	— TSIMMer]
[dehr TISH	— TISHe]
[dass BILT	— BILder]
[dih ZAKHe	— ZAKHen]
[die TÜHR	— TÜHren]
[dass hohTELL	— hohTELLSS]

Furthermore, the first three of these ways of forming the plural are often accompanied by a change in the vowel of the noun. This change is called UMLAUT

(der Umlaut [UMM-laut] 'change of sound'). It is like the vowel change that we have in *man—men*, *goose—geese*, *mouse—mice*, but much more widespread:

<i>Umlaut</i>	<i>Singular</i>	<i>Plural</i>
[a] to [e]	der Mann	— Männer
[ah] to [eh]	der Vater	— Väter
[o] to [ö]	der Stod	— Stöde
[oh] to [öh]	der Bahnhof	— Bahnhöfe
[u] to [ü]	die Mutter	— Mütter
[uh] to [üh]	der Stuhl	— Stühle
[au] to [oi]	das Haus	— Häuser

[dehr MANN	— MENNer]
[dehr FAHter	— FEHter]
[dehr SHTOCK	— SHTÖCKe]
[dehr BAHN-hohf	— BAHN-höhfe]
[dih MUTTer	— MÜTTer]
[dehr SHTUHL	— SHTÜHle]
[dass HAUS	— HOIzer]

Forms 1, 2, and 4 of the plural are always alike; form 3 always ends in -n (except for the few foreign words with s-plurals: *Hotels*, *Restaurants*, *Cafés*, etc.). This means that if the plural doesn't already end in

-n, an -n has to be added: *das Fenster*, plural *Fenster*, but in form 3 *Fenstern*: *ein Zimmer mit zwei Fenstern* 'a room with two windows'; *neben den Stühlen* 'beside the chairs', etc.

### C. LISTING GERMAN NOUNS

As the above explanations show, there are two or three key forms which we must list for every noun to show what all its forms are. Usually it is enough if we give form 1 of the singular, and an abbreviated indication of how the plural is formed: *der Bahnhof*, -e 'rail-road station'; *das Hotel*, -s 'hotel'; *die Wand*, -en (that is, the plurals are *Bahnhöfe*, *Hotels*, and *Wände*). We then know that the rest of the singular is unchanged, except that *der*- and *das*-words add -s in form 4 (*des Bahnhofs*, *des Hotels*); and we know that in the plural we must add an -n in form 3 (*den Bahnhöfen*), unless the plural already ends in -n (*Wände*) or in -s (*Hotels*).

If a word has no plural, this is indicated by not adding any abbreviation: *die Milch* 'milk'.

The only nouns for which we must give more than this are the few *der*-words that have an ending in all but form 1 of the singular. We can list these as follows: *der Polizist*, -en, -en 'policeman' (that is, form 1 of the singular is *Polizist*, but the rest of the singular is *Polizisten*, and all of the plural is *Polizisten*).

The following table lists a few sample nouns and shows how all the forms can be inferred from the abbreviated listing:

*Listing*  
*der Garten*, -e 'garden'

*das Zimmer*, - 'room'

*die Wand*, -e 'wall'

<i>Complete Forms</i>		
	<i>Singular</i>	<i>Plural</i>
1	<i>der Garten</i>	<i>die Gärten</i>
2	<i>den Garten</i>	<i>die Gärten</i>
3	<i>dem Garten</i>	<i>den Gärten</i>
4	<i>des Gartens</i>	<i>der Gärten</i>
1	<i>das Zimmer</i>	<i>die Zimmer</i>
2	<i>das Zimmer</i>	<i>die Zimmer</i>
3	<i>dem Zimmer</i>	<i>den Zimmern</i>
4	<i>des Zimmers</i>	<i>der Zimmern</i>
1	<i>die Wand</i>	<i>die Wände</i>
2	<i>die Wand</i>	<i>die Wände</i>
3	<i>der Wand</i>	<i>den Wänden</i>
4	<i>der Wand</i>	<i>der Wände</i>

der Polizist, -en, -en 'policeman'

das Hotel, -s 'hotel'

die Milch 'milk'

1	der Polizist	die Polizisten
2	den Polizisten	die Polizisten
3	dem Polizisten	den Polizisten
4	des Polizisten	der Polizisten

1	das Hotel	die Hotels
2	das Hotel	die Hotels
3	dem Hotel	den Hotels
4	des Hotels	der Hotels

1	die Milch	---
2	die Milch	---
3	der Milch	---
4	der Milch	---

(Most dictionaries also give an abbreviated indication of how form 4 of the singular is formed: der Garten, -s, -; das Zimmer, -s, -; die Wand, -, -e; der

Polizist, -en, -en; das Hotel, -s, -s; die Milch, -. Since we already know what form 4 will be like, this is unnecessary, and the practice is not followed in this book.)

The following table lists all the nouns that we have had in Units 1 through 5, together with the pronunciation of the singular and of all unlauded plurals. This list is given for reference only. Don't try to learn them all; you will be surprised how few of them you will ever want to use in the plural.

der Abend, -e [AHbent] 'evening'

(das) Amerika [ahMEHrihkah] 'America'

der Amerikaner, - [ahmehrihKAHner] 'American (man)'

die Amerikanerin, -nen [ahmehrihKAHnerinn] 'American (woman)'

der Autobus, -se [AUtoh-buss] 'bus'

der Bahnhof, -e [BAHN-hohf, -höhe] 'railroad station'

die Bank, -en [BANGK] 'bank'

(das) Berlin [berLIHN] 'Berlin'

das Bier, -e [BIHR] 'beer'

der Bleistift, -e [BLAI-shtift] 'pencil'

der Brief, -e [BRIHF] 'letter'

das Briefpapier, -e [BRIHF-papihr] 'letter paper'

das Brot, -e [BROHT] 'bread'

der Bruder, - [BRUHder, BRÜHder] 'brother'

das Café, -s [kaFEH] 'café'  
 der Dank [DANGK] 'thanks'  
 (das) Deutsch [DOITSH] 'German (language)'  
 (das) Deutschland [DOITSH-lant] 'Germany'  
 der Doktor, -en [DOKtohr, dokTOHren] 'doctor'  
 der Dom, -e [DOHM] 'cathedral'  
 das Donnerwetter [DONNer-vetter] 'thunder weather'  
 der Durst [DURST] 'thirst'  
 die Ecke, -n [ECKe] 'corner'  
 Eltern [ELtern] 'parents'  
 (das) Englisch [ENG-lish] 'English (language)'  
 das Feuer, - [FOIer] 'fire'  
 das Fleisch [FLAISH] 'meat'  
 die Frau, -en [FRAU] 'woman, wife, Mrs.'  
 das Fräulein, - [FROI-lain] 'Miss, waitress, salesgirl'  
 der Füllfederhalter, - [FÜLL-fehder-halter] 'fountain pen'  
 das Geld, -er [GELT] 'money'  
 das Glas, -er [GLAHS, GLEHzer] 'glass'  
 der Gott, -er [GOTT, GÖTTer] 'god'  
 die Haltestelle, -n [HALte-shtelle] '(bus or trolley) stop'  
 das Haus, -er [HAUS, HOIzer] 'house'  
 der Herr, -n, -en [HERR] 'gentleman, Mr.'  
 das Hotel, -s [hohTELL] 'hotel'  
 der Kaffee, -s [KAFFeh] 'coffee'  
 der Kaiser, - [KAIzer] 'emperor, kaiser'

die Kartoffel, -n [karTOFFel] 'potato'  
 das Kino, -s [KIHnoh] 'movie-theater'  
 der König, -e [KÖHnich] 'king'  
 der Mann, -er [MANN, MENNer] 'man, husband'  
 die Mark, - [MARK] 'mark' (coin worth about 40 cents)  
 die Milch [MILCH] 'milk'  
 der Morgen, - [MORgen] 'morning'  
 das Museum, Museen [muhZEHum, muhZEHen] 'museum'  
 die Mutter, - [MUTTer, MÜTTer] 'mother'  
 der Name, -n(s), -n [1 NAHme, 2, 3 NAHmen, 4 NAHmenss, pl. NAHmen] 'name'  
 das Papier, -e [paPIHR] 'paper'  
 der Park, -e [PARK] 'park'  
 die Pension, -en [pa<sup>ns</sup>ZYOHN] 'boarding house'  
 die Pfeife, -n [PFAIfe] 'pipe'  
 der Pfennig, -(e) [PFENNich, pl. PFENNich or PFENNige] 'pfennig' (100 pfennig = 1 mark)  
 der Plan, -e [PLAHN, PLEHne] 'plan, map of a small area'  
 der Polizist, -en, -en [pohlihTSIST] 'policeman'  
 der Portier, -s [porTYEH] 'portier'  
 der Radiergummi, -s [rahDIHR-gummih] 'eraser'  
 das Restaurant, -s [restohRANG] 'restaurant'  
 die Sache, -n [ZAKHe] 'thing'  
 die Schachtel, -n [SHAKHtel] '(small) box'



die Schreibmaschine, -n [SHRAIP-mashihne] 'typewriter'  
 die Schwester, -n [SHVEStər] 'sister'  
 die Seite, -n [ZAItə] 'side'  
 der Spaziergang, -e [shpaTSIHR-gang, -genge] 'pleasure walk'  
 die Stadt, -e [SHTATT, SHTEHtə] 'city'  
 der Stadtplan, -e [SHTATT-plahn, -plehne] 'city map'  
 die Straße, -n [SHTRAHsə] 'street'  
 die Straßenbahn, -en [SHTRAHssen-bahn] 'street railway, trolley'  
 das Streichholz, -er [SHTRAICH-holts, -höltser] 'match'  
 das Stück, -e [SHTÜCK] 'piece'  
 der Tabak, -e [TAHback] 'tobacco'  
 der Tag, -e [TAHK] 'day'

die Tasche, -n [TASHe] 'pocket'  
 die Tinte, -n [TINtə] 'ink'  
 der Tisch, -e [TISH] 'table'  
 die Toilette, -n [twaLETTə] 'toilet'  
 die Universität, -en [uhnihverzihteHT] 'university'  
 die Ursache, -n [UHR-zakhe] 'cause'  
 der Vater, -e [FAHter, FEHter] 'father'  
 die Verzeihung, -en [fer-TSAIung] 'pardon'  
 der Wachmeister, -e [VAKHT-maister] 'police sergeant'  
 das Wasser, -e [VASSer] 'water'  
 der Wein, -e [VAIN] 'wine'  
 die Zigarette, -n [tsihgahRETTə] 'cigarette'  
 die Zigarre, -n [tsihGARRe] 'cigar'  
 das Zimmer, -e [TSIMMer] 'room'

#### D. PREPOSITIONS

Er hängt das Bild an die Wand.  
 Das Bild hängt an der Wand.  
 Er legt eine Wolldecke aufs Bett.  
 Eine Wolldecke liegt auf dem Bett.  
 Er geht hinter das Haus.  
 Er sitzt hinter dem Haus.  
 Er geht in den Garten.  
 Er geht im Garten.

*He hangs the picture on the wall.  
 The picture is hanging on the wall.  
 He puts a blanket on the bed.  
 There is a blanket on the bed.  
 He goes behind the house.  
 He's sitting behind the house.  
 He's walking into the garden.  
 He's walking (around) in the garden.*



Er stellt einen Stuhl neben das Bett.

Ein Stuhl steht neben dem Bett.

Er hängt einige Bilder über das Bett.

Einige Bilder hängen über dem Bett.

Er stellt einen Papierkorb unter den Tisch.

Ein Papierkorb steht unter dem Tisch.

Er stellt einen Stuhl vor den Schreibtisch.

Der Stuhl steht vor dem Schreibtisch.

Er stellt den Tisch zwischen die Fenster.

Der Tisch steht zwischen den Fenstern.

*He puts a chair beside the bed.*

*There is a chair beside the bed.*

*He hangs some pictures over the bed.*

*There are some pictures hanging over the bed.*

*He puts a wastebasket under the table.*

*There is a wastebasket under the table.*

*He puts a chair in front of the desk.*

*The chair is in front of the desk.*

*He puts the table between the windows.*

*The table is between the windows.*

In Unit 3 you had four prepositions which are followed by form 2 if they answer the question 'to what place?', but form 3 if they answer the question 'in what place?'. Here is the complete list of such prepositions. Notice particularly the difference between an 'at (the side of), on (the side of)' and auf 'on (top of)'.

Notice also that German has two equivalents each for our words *put* and *be*, when you are describing the positions of objects. With flat objects, like blankets and rugs, you use *legen* 'put, lay' and *liegen* 'be, lie';

with upright objects, like chairs and tables, you use *stellen* 'put, place' and *stehen* 'be, stand'.

These prepositions that are followed by either form 2 or form 3 are used especially in telling where you put things, or where they are. All other prepositions are followed by only one form, either 2 or 3. We have had most of the common ones: *durch* 'through', *ohne* 'without', and *um* (as in *ich bitte um* 'I ask for') are always followed by form 2; *aus* 'out of', *mit* 'with', *nach* 'towards' (as in *nach Hause* '(towards) home'), *von* 'from', and *zu* 'to' are always followed by form 3.

## E. ENDINGS

Form 1:

dieser Teppich

*this rug*

ein großer Teppich

*a big rug*

[7-B]

1

Forms 1 and 2:	dieses Schlafzimmer	<i>this bedroom</i>
	ein kleines Schlafzimmer	<i>a small bedroom</i>
Forms 1 and 2:	diese Pension	<i>this boarding house</i>
	eine gute Pension	<i>a good boarding house</i>

#### F. ACCENTED ADVERBS

Ich ziehe morgen um.	<i>I'm moving tomorrow.</i>
Ich ziehe aus dem Hotel aus.	<i>I'm moving out of the hotel.</i>
Ich ziehe in eine Pension ein.	<i>I'm moving into a boarding house.</i>
Ich mache die Tür auf.	<i>I open the door.</i>
Ich mache die Tür zu.	<i>I close the door.</i>

#### G. MAKING NEW NOUNS

die Decke,-n [DECKe] 'covering' +	
der Tisch,-e [TISH] 'table'	= die Tischdecke,-n [TISH-decke] 'tablecloth'
das Bett,-en [BETT] 'bed'	= die Bettdecke,-n [BETT-decke] 'bedspread'
die Wolle,-n [VOLLe] 'wool'	= die Wolldecke,-n [VOLL-decke] 'blanket'

In German (as in English) you can make new nouns by putting two other nouns together. Notice that all the nouns in the right-hand column ~~mean~~ some par-

ticular kind of Decke. Hence they all behave like Decke: they are all die-words, and they all make their plural by adding -n.

das Zimmer,- [TSIMMer] 'room' +	
wohnen [VOHnen] 'live'	= das Wohnzimmer,- [VOHN-tsimmer] 'living room'
schlafen [SHLAHfen] 'sleep'	= das Schlafzimmer,- [SHLAHF-tsimmer] 'bedroom'
baden [BAHden] 'bathe'	= das Badezimmer,- [BAHde-tsimmer] 'bathroom'

You can also make new nouns by combining the stem of a verb (wohn-, schlaf-), or the stem plus e (bade-),

with a noun. Such words will of course behave like the noun.

Notice how the following nouns are put together:

der Fußboden, - [FUHSS-bohden, -böhden] 'floor' =

der Fuß, -e [FUHSS, FÜHsse] 'foot' + der Boden, - [BOHden, BÖHden] 'ground'

der Papierkorb, -e [paPIHR-korp, -körbe] 'wastebasket' =

das Papier, -e [paPIHR] 'paper' + der Korb, -e [KORP, KÖRbe] 'basket'

Now see if you can tell how the following words are put together (they are listed alphabetically according to their second part):

die Zimmerdecke, -n [TSIMMer-decke] 'ceiling'

die Bettlampe, -n [BETT-lampe] 'bed lamp'

die Hängelampe, -n [HENGGe-lampe] 'hanging lamp'

die Schreibtischlampe, -n [SHRAIP-tish-lampe] 'desk lamp'

die Stehlampe, -n [SHTEH-lampe] 'floor lamp'

der Liegestuhl, -e [LIHge-shtuhl, -shtühle] 'deck chair'

der Esstisch, -e [ESS-tish] 'dining table'

der Esszimmertisch, -e [ESS-tsimmer-tish] 'dining room table'

der Schreibtisch, -e [SHRAIP-tish] 'desk'

die Haustür, -en [HAUS-tühr] 'front door'

das Esszimmer, - [ESS-tsimmer] 'dining room'

## 2. Covering English and German of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the German, and making sure you know everything thoroughly.

## 3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

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## SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

### 1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

### 2. Covering the English of Basic Sentences (Individual Study)

Go through the Basic Sentences, covering up the English and reading aloud the German. Check up on anything you do not know, until you are sure of everything.

### 3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expressions you think most suitable:

#### 1. *You ask a friend whether he's living in a hotel or a boarding house:*

- |  |  |
|--|--|
| a. Ich möchte gern eine gute Pension finden.                   | ich MÖCHte gern aine GUHte pa <sup>n</sup> *ZYOHn finden.                        |
| b. Wo wohnen Sie lieber, in einem Hotel oder in einer Pension? | voh vohnen zih LIHber, inn ainem hohTELL ohder inn ainer pa <sup>n</sup> *ZYOHn? |
| c. Wohnen Sie jetzt in einem Hotel oder in einer Pension?      | vohnen zih yetst inn ainem hohTELL ohder inn ainer pa <sup>n</sup> *ZYOHn?       |

#### 2. *He says he has a nice room on the second floor of a boarding house:*

- |   |  |
|---|--|
| a. Ich habe ein schönes Zimmer im ersten Stock einer Pension. | ich hahbe ain SHÖHnes TSIMMer imm EHRsten SHTOCK ainer pa <sup>n</sup> *ZYOHn. |
| b. Wir haben zwei Zimmer im Parterre eines Hotels.            | vihr hahben TSVAI TSIMMer imm parTERR aines hohTELLSS.                         |
| c. Im Zimmer sind ein Bett, zwei Stühle und ein Schreibtisch. | imm TSIMMer zint ain BETT, TSVAI SHTÜHle, unt ain SHRAIP-tish.                 |

3. *You ask whether he has a room with or without bath:*

- a. Könnten Sie mir bitte sagen, wo das Badezimmer ist?
- b. Möchten Sie gern ein Zimmer mit Bad haben?
- c. Haben Sie ein Zimmer mit oder ohne Bad?

4. *He says without bath, but the bathroom is next door:*

- a. Auf dem Fußboden in der Mitte des Badezimmers liegt ein kleiner Teppich.
- b. Ohne Bad, aber das Badezimmer ist nebenan.
- c. Das Badezimmer ist im ersten Stock.

5. *You ask him what the room looks like:*

- a. Darf ich mir das Zimmer ansehen?
- b. Wie sieht das Zimmer aus?
- c. Sehen Sie das Schlafzimmer?

6. *He describes the furniture in the room:*

- a. Es hat ein Bett, einen Schreibtisch und zwei Stühle.
- b. Stellen Sie bitte den Papierkorb unter den Tisch.
- c. Sie stellt eine Stehlampe in die Ecke neben das Fenster.

KÖNNten zih mihr bitte ZAHgen, voh dass BAHde-tsimmer ist?

möchten zih gern ain tsimmer mitt BAHT hahben?  
hahben zih ain tsimmer MITT ohder OHne baht?

auf dehm FUHSS-bohden inn dehr MITTe dess  
BAHde-tsimmerss lihkt ain KLAIner TEPPich.  
OHne baht, ahber dass BAHde-tsimmer ist nehbenn-ANN.

dass BAHde-tsimmer ist imm EHRsten SHTOCK.

darf ich mihr dass tsimmer ANN-zehen?

vih ziht dass tsimmer AUS?

zehen zih dass SHLAHF-tsimmer?

ess hatt ain BETT, ainen SHRAIP-tish, unt TSVAI  
SHTÜhle.

SHTELLen zih bitte dehn paPIHR-korp unter dehn  
TISH.

zih shtellt aine SHTEH-lampe inn dih ECKe  
nehbenn dass FENster.

Now see if you can tell a friend who is helping you move into your new room how to put various things where they belong. Remember that 'put' will some-

times be *legen* (with flat objects) and sometimes *stellen* (with upright objects). You will 'hang' (*hängen*) pictures.

**SAMPLE QUESTION:**

0. die Lampe, in, die Ecke

dih LAMpe, INN, dih ECKe

**SAMPLE ANSWER:**

Stellen Sie die Lampe in die Ecke!

SHTELLen zih dih LAMpe inn dih ECKe!

7. der Papierkorb, unter, der Schreibtisch

dehr paPIHR-korp, UNter, dehr SHRAIP-tish

8. die Volldecke, auf, das Bett

dih VOLL-decke, AUF, dass BETT

9. der Schreibtisch, vor, die zwei Fenster

dehr SHRAIP-tish, FOHR, dih tsvai FENster

10. der Teppich, auf, der Fußboden

dehr TEPPich, AUF, dehr FUHSS-bohden

11. der Stuhl, zwischen, der Schreibtisch und das Bett

dehr SHTUHL, TSVISHen, dehr SHRAIP-tish unt  
dass BETT

12. die Stehlampe, neben, der Stuhl

dih SHTEH-lampe, NEHben, dehr SHTUHL

13. die Schreibmaschine, hinter, der Schreibtisch

dih SHRAIP-mashihne, HINter, dehr SHRAIP-  
-tish

14. das Bild, über, das Bett

dass BILT, ÜHber, dass BETT

Now go back over these eight sentences and tell another friend where each thing is. Remember that 'is' will sometimes be *liegen* (with flat objects) and some-

times *stehen* (with upright objects). You will still use *hängen* with pictures, of course.

**SAMPLE ANSWER:**

0. Die Lampe steht in der Ecke.

dih LAMpe shteht inn dehr ECKe.

160 [7-C]

## SECTION D—LISTENING IN

### 1. What Did You Say?

Give your answers in German for each of the exercises in the preceding sections, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

### 2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct German for each English expression, without having to read it from the

1. *Meyer goes to a hotel and asks the clerk for a room.*

**Unit 7, Record Side 4, beginning. (78 RPM)**

Meyer: Guten Tag.

Ich möchte gern ein Zimmer haben.

Portier: Bitte sehr.

Möchten Sie eins mit oder ohne Bad?

Meyer: Mit Bad, bitte.

Portier: Ich kann Ihnen eins im ersten Stock geben.

book. The Leader or one of the members of the group should read the English.

### 3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the German immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat each conversation if necessary, then take parts and carry on the conversation.

**(33½ RPM) Record Side 7, after 2nd spiral.**

guhten TAHK.

ich möchte gern ain TSIMMer hahben.

BITTe zehr.

möchten zih ainss MITT ohder OHne baht?

MITT baht, bitte.

ich kann ihnen ainss imm EHRsten SHTOCK gehen.

[7-D] 161

Es ist ein sehr schönes Schlafzimmer  
mit einem Wohnzimmer nebenan.

Meyer: Wieviel kostet es?

Portier: Zwölf Mark pro Tag, mit Frühstück.

Meyer: Nein, das ist mir zu viel.

Es darf nicht über sechs Mark kosten.

Portier: Unter acht Mark haben wir leider keine Zimmer mit Bad.

Ich kann Ihnen aber ein sehr gutes Zimmer ohne Bad geben.

Meyer: Wieviel kostet es?

Portier: Fünf Mark.

Meyer: Gut, ich nehme das.

*2. Meyer and a friend, Mueller, discuss the high cost of living.*

**Unit 7, Record Side 4, after 1st spiral. (78 RPM)**

Müller: Könnten Sie mir bitte zehn Mark leihen?

Ich habe nämlich kein Geld,  
und ich kann heute nicht zur Bank gehen.

Meyer: Ja, gerne.

Warum haben Sie denn kein Geld?

**162** [7-D]

ess ist ain ZEHR SHÖHnes SHLAHF-tsimmer  
mitt ainem VOHN-tsimmer neben-ANN.  
vih-fihl KOSTet ess?

TSVÖLF MARK proh TAHK, MITT FRÜH-  
-shtück.

NAIN, dass ist mihr tsuh FIHL.

ess darf NICHT ühber ZEKS MARK kosten.

UNter AKHT MARK hahben vihr LAIder  
KAIne TSIMMer mitt BAHT.

ich KANN ihnen ahber ain zehr guhtes  
tsimmer OHne baht gehen.

vih-fihl KOSTet ess?

FÜNF MARK.

GUHT, ich NEHme dass.

KÖNNten zih mihr bitte TSEHN MARK laien?

ich HAHbe nehm-lich kain GELT,

unt ich KANN hoite nicht zur BANGK gehen.

YAH, GERne.

vahrumm hahben zih denn kain GELT?



Müller: Ach, ich habe ein Zimmer mit Bad im Palast Hotel,  
und es kostet furchtbar viel.

Meyer: Wieviel denn?

Müller: Acht Mark pro Tag.

Meyer: Warum ziehen Sie nicht in eine Pension um?

Müller: Ja, das möchte ich gern machen.  
Sie wohnen in einer Pension in der Königstraße, nicht wahr?

Meyer: Ja.

Müller: Wieviel kostet es dort?

Meyer: Ich habe ein sehr schönes Zimmer im Parterre,  
und es kostet nur fünfzig Mark pro Monat.

Müller: Ich glaube, ich gehe morgen hin  
und spreche mit Ihrer Wirtin.

Meyer: Machen Sie das doch!  
Das Zimmer neben meinem ist zu vermieten,  
und Sie können dort einziehen.

AKH, ich hahbe ain TSIMMer mitt BAHT  
imm paLAST hohtell,  
unt ess kostet FURCHT-bahr FIHL.

vih-FIHL denn?

AKHT MARK proh TAHK.

vahrumm tsihen zih nicht inn aine pa<sup>ng</sup>-  
ZYOHN umm?

YAH, dass möchte ich gern MAKHen.

zih VOHnen inn ainer pa<sup>ng</sup>ZYOHN inn dehr  
KÖHnich-shtrahsse, nicht VAHR?

YAH.

vih-fihl KOSTet ess dort?

ich hahbe ain ZEHR SHÖHnes TSIMMer  
imm parTERR,

unt ess kostet NUHR FÜNFTsich MARK  
proh MOHnatt.

ich GLAUbe ich gehe MORgen HINN  
unt SHPRECHe mitt ihrer VIRtinn.

MAKHen zih dass dokh!

dass TSIMMer nehben MAInem ist tsuh  
fer-MIHten,

unt zih können dort AIN-tsihen.

[7-D] 162

3. *The next day Meyer helps Mueller move furniture in his new room.*

**Unit 7, Record Side 4, after 2nd spiral. (78 RPM)**

Meyer: Soll dieser Tisch hier an der Wand stehen?

zoll dihzer TISH hihr ann dehr VANT  
shtehen?

Müller: Nein, stellen Sie ihn in die Mitte des Zimmers.

NAIN, SHTELLEN zih ihn inn dih MITTe  
dess TSIMMerSS.

Meyer: Wo gehört der Schreibtisch hin?

VOH ge-höhrt dehr SHRAIP-tish hinn?

Müller: Da drüben vor's Fenster.

dah DRÜHben fohrSS FENster.

Und der Papierkorb gehört daneben.

unt dehr paPIHR-korp ge-höhrt dah-  
-NEHben.

So, jetzt sieht das Zimmer etwas besser aus.

ZOH, yetst ziht dass TSIMMer ett-vass  
BESSer aus.

Ich muß nur ein paar Bilder an die Wand hängen.

ich muss NUHR ain pahr BILder ann dih  
VANT hengen.

**SECTION E—CONVERSATION**

**1. Cover the German in Basic Sentences (Individual Study)**

Cover the German of the *Basic Sentences* and practice saying the German equivalents of the English expressions.

**2. Vocabulary Check-Up**

Give the German expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

### 3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. You're looking for a room in a boarding house. You stop by at one where there's a sign *Zimmer zu vermieten* and talk to the landlady. She takes you upstairs, shows you a room, and describes the furniture. You say it looks pretty dirty, but she says she'll make it nice and clean for you. Then she shows you the bathroom next door, and takes you downstairs to see the living room, dining room, and the garden. After asking the price, you say you'll take a room and move in tomorrow.

2. You go to a hotel and ask for a room with bath. The clerk says they haven't got any with bath, but he can give you one on the second floor next to a bathroom. You say no, you have to have a bathroom; don't the hotels in this city have any rooms with bath? He says yes, the Palace Hotel has lots of rooms with bath, but they all cost a lot. Finally you say all right,

you'll take a room without bath in his hotel; how much does it cost? He tells you the price.

3. You're helping a friend move into his room in a boarding house. You ask him what you can bring in for him, where things belong, etc. He tells you what to do with several things. He then asks you how you like his room. You say you don't like it at all; it's dirty and small, and why doesn't he move into a hotel? He says a hotel costs too much. You discuss prices, comparing your hotel room with this one. Finally he asks whether all the things are in the room. You say yes, and suggest going to a café for a glass of beer.

4. Somebody asks you what your house looks like. Describe it, telling about the living and dining rooms downstairs, and what's in them; your parents' bedroom upstairs; your sister's room; your brother's room; the bathroom. Describe particularly the things in your room.

### SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E with a review of parts 1 and 2 of the section if necessary.

## FINDER LIST

From now on, all words will be listed alphabetically according to their conventional spelling.

*If a word begins  
with the sound*

[f]  
[shp]  
[sht]  
[sh]  
[ts]  
[v]  
[y]  
[z]

*look it up under  
the letter*

f or v  
p  
t  
th  
z  
w  
i  
f

abends [AHbents] 'evenings, in the evening'  
das Bad,-er [BAHT, BEHder] 'bath'  
das Badezimmer,- [BAHde-tsimmer] 'bathroom'  
das Bett,-en [BETT] 'bed'  
das Bild,-er [BILT] 'picture'  
die Decke,-n [DECKe] 'covering'; often used as short  
for Tischdecke 'tablecloth,' Wolldecke 'blanket,'  
Zimmerdecke 'ceiling'  
draußen [DRAUssen] 'outside, outdoors'  
drinnen [DRINNen] 'inside, indoors'  
das Esszimmer,- [ESS-tsimmer] 'dining room'  
das Fenster,- [FENster] 'window'  
das Frühstück,-e [FRÜH-shtück] 'breakfast'  
**166** [7-F]

fünfzig [FÜNFTsich] 'fifty'  
der Fußboden,- [FUHSS-bohden, -böhdén] 'floor (of a  
room)'; contrast der Stod 'floor (of a building),  
story'  
der Garten,- [GARten, GERten] 'garden'  
groß [GROHSS] 'big, large, tall'  
hängen [HENGen] 'hang'  
hinauf [hinnaUF] 'up (towards there)'; 'up (to-  
wards here)' is herauf [herrAUF]  
hinter [HINter] (plus forms 2 and 3) 'behind, in  
back of'  
hinunter [hinnaUNter] 'down (towards there)';  
'down (towards here)' is herunter [herrUNter]  
klein [KLAIN] 'small, little'

die 2  
I  
I  
r  
n  
die 2  
der 2  
n  
n  
o  
p  
der 2  
das 2  
f  
das 2  
f  
der 2  
f

die Lampe, -n [LAMpe] 'lamp'  
 legen [LEHgen] 'lay, put'  
 liegen [LIHgen] 'lie, be'  
 machen [MAKHen]: ich mache . . . auf 'I open';  
 ich mache . . . zu 'I close'  
 mieten [MIHten] 'rent (from a person)'; ich miete ein  
 Zimmer von der Wirtin 'I rent a room from the  
 landlady'; contrast vermieten 'rent (to a person)'  
 die Mitte, -n [MITTe] 'middle'  
 der Monat, -e [MOHnatt] 'month'  
 morgen [MORgen] 'tomorrow'  
 nebenan [nehben-ANN] 'next door'  
 oben [OHben] 'above, upstairs'  
 paar [PAHR]: ein paar 'a few'  
 der Papierkorb, -e [paPIHR-korp, -körbe] 'wastebasket'  
 das Parterre, -s [parTERR] 'ground floor, first story'  
 pro [PROH] 'per'  
 sauber [ZAÜber] 'clean'  
 das Schlafzimmer, - [SHLAHF-tsimmer] 'bedroom'  
 schmutzig [SHMUTsich] 'dirty'  
 der Schreibtisch, -e [SHRAIP-tish] 'desk'  
 sehen [ZEHen]: ich sehe mir . . . an 'I take a look at'

der Stock, -e [SHTOCK, SHTÖCKe] 'story, floor (of a  
 building)'; contrast der Fußboden 'floor (of a  
 room)'; der erste Stock is what we call 'the second  
 floor'; for 'ground floor', see das Parterre  
 der Stuhl, -e [SHTUHL, SHTÜHle] 'chair'  
 der Teppich, -e [TEPPich] 'rug'  
 die Treppe, -n [TREPpe] 'stairway'  
 die Tür, -en [TÜHR] 'door'  
 über [ÜHber] (plus forms 2 and 3) 'over, above'  
 unten [UNten] 'below, downstairs'  
 unter [UNter] (plus forms 2 and 3) 'under, beneath'  
 vermieten [fer-MIHten] 'rent (to a person)'; die  
 Wirtin vermietet mir ein Zimmer 'the landlady rents  
 me a room'; Zimmer zu vermieten 'room(s) for  
 rent'; contrast mieten 'rent (from a person)'  
 vor [FOHR] (plus forms 2 and 3) 'in front of, before'  
 die Wand, -e [VANT, VENde] 'wall'  
 die Wirtin, -nen [VIRtinn] 'landlady'  
 das Wohnzimmer, - [VOHN-tsimmer] 'living room'  
 die Wollebede, -n [VOLL-decke] '(woolen) blanket'  
 zeigen [TSAIgen] 'show'  
 ziehen [TSIHen]: ich ziehe . . . ein 'I move in'; ich  
 ziehe . . . aus 'I move out'; ich ziehe . . . um 'I  
 move (from one place to another)'  
 zwischen [TSVISHen] (plus forms 2 and 3) 'between'

# UNIT 8

## SHOPPING

### SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, as you have done before. Then go through the *Hints on Pronunciation and Spelling*. Go once through the *Basic Sentences*

individually trying to follow the *Conventional Spelling* as much as possible. The last time through individually, you should be able to follow the *Conventional Spelling* without any trouble.

#### 1. Basic Sentences

*Mr. Meyer and Mr. Schneider buy some clothes.*

— ENGLISH EQUIVALENTS —

— CONVENTIONAL SPELLING —

— AIDS TO LISTENING —

**Unit 8, Record Side 1, beginning. (78 RPM)**

**(33½ RPM) Record Side 8, beginning.**

*Meyer*

*new (with ending -en)*

*suit*

*buy*

*I have to buy (me) a new suit.*

neu(en)

Anzug (der)

laufen

Ich muß mir einen neuen Anzug kaufen.

NOIen

ANN-tsuhk (dehr)

KAUfen

ich MUSS mihr ainen noien ANN-tsuhk kaufen.

*store*

*Do you know a good store?*

Geschäft (das)

Kennen Sie ein gutes Geschäft?

ge-SHEFT (dass)

kennen zih ain guhtes ge-SHEFT?

*Schneider*

*for*

*(I) spend ('give . . . out')*

*How much do you want to spend for the suit?*

für

gebe . . . aus

Wieviel wollen Sie für den Anzug ausgeben?

FÜHR

GEHbe . . . AUS

vih-fihl vollen zih führ dehn ann-tsuhk AUS-gehben?

**168 [8-A]**

*hundred*  
*A hundred marks?*

*expensive*  
*No, that's too expensive for me.*

*(I) can afford*  
*I can't afford that.*

*sixty*  
*get*  
*I can get a good suit for sixty*  
*marks, can't I?*

*Why of course.*

*department store*  
*We can go (in) to a department*  
*store.*

*In the department store:*

*How do you do, (my) gentlemen.*

*with-what ('wherewith')*  
*serve*

*What can I do for you*  
*('wherewith can I serve you')?*

*The gentleman would like to buy a*  
*suit.*

*hundert*  
*Hundert Mark?*

*Meyer*

*teuer*  
*Nein, das ist mir zu teuer.*

*kann mir . . . leisten*  
*Das kann ich mir nicht leisten.*

*sechzig*  
*bekommen*  
*Ich kann doch einen guten Anzug für*  
*sechzig Mark bekommen, nicht wahr?*

*Schneider*

*Aber natürlich.*

*Warenhaus (das)*  
*Wir können in ein Warenhaus gehen.*

*Clerk*

*Guten Tag, meine Herren.*

*womit*  
*dienen*  
*Womit kann ich Ihnen dienen?*

*Schneider*

*Der Herr möchte gern einen Anzug*  
*kaufen.*

*HUNdert*  
*HUNdert MARK?*

*TOIer*  
*NAIN, dass ist mihr tsuh TOIer.*

*kann mihr . . . LAIsten*  
*dass KANN ich mihr nicht LAIsten.*

*ZECHtsich*  
*be-KOMMen*  
*ich KANN dokh ainen guhten ann-*  
*-tsuhk führ ZECHtsich mark*  
*be-kommen, nicht VAHR?*

*ahber nahTÜHR-lich.*

*VAHren-haus (dass)*  
*vihr können inn ain VAHren-haus*  
*gehen.*

*guhten TAHK, maine HERRen.*

*voh-MITT*  
*DIHnen*  
*voh-MITT kann ich ihnen DIHnen?*

*dehr HERR möchte gern ainen*  
*ANN-tsuhk kaufen.*

[8-A] 169

*what sort of ('what for')*  
*color*  
*gray*  
*blue*  
*brown*

*Certainly, what (for a) color, gray,  
blue, or brown?*

was für  
Farbe (die)  
grau  
blau  
braun

Bitte sehr, was für eine Farbe, grau,  
blau oder braun?

*Clerk*

VASS FÜHR  
FARbe (dih)  
GRAU  
BLAU  
BRAUN

BITTe zehr, vass führ aine FARbe,  
GRAU, BLAU, ohder BRAUN?

*Brown, please.*

Braun, bitte.

*Meyer*

BRAUN, bitte.

*at*  
*what*  
*price*

*How much would you like to pay?*

zu  
welchem  
Preis (der)  
Zu welchem Preis?

*Clerk*

TSUH  
VELchem  
PRAIS (dehr)  
tsuh velchem PRAIS?

*about*  
*About sixty marks.*

etwa  
Etwa sechzig Mark.

*Meyer*

ETT-vah  
ett-vah zechtsich MARK.

## Unit 8, Record Side 2, beginning. (78 RPM)

*How do you like this brown suit?*

Wie gefällt Ihnen dieser braune Anzug?

*Clerk*

vih ge-fellt ihnen DIHzer braune  
ann-tsuhk?

*try on*  
*Would you like to try it on?*

anprobieren  
Möchten Sie ihn gern anprobieren?

ANN-prohbihren  
möchten zih ihn gern ANN-  
-prohbihren?

**170** [8-A]



*Meyer tries the suit on.*

*fits  
excellent(ly)  
It fits you very well.*

*paßt  
ausgezeichnet  
Er paßt Ihnen ausgezeichnet.*

*PASST  
AUS-ge-TSAICHnet  
ehr passt ihnen AUS-ge-TSAICHnet.*

*still, yet  
shirts  
Now I need some shirts, too ('now  
need I still a few shirts').*

*Meyer  
noch  
Hemden (das Hemd)  
Jetzt brauch' ich noch ein paar Hemden.*

*NOKH  
HEMden (dass HEMT)  
yetst braukh\_ich nokh ain pahr  
HEMden.*

*size  
What size, please?*

*Clerk  
Größe (die)  
Welche Größe, bitte?*

*GRÖHsse (dih)  
velche GRÖHsse, bitte?*

*exact(ly)  
I don't know exactly ('that know I  
not exactly').*

*Meyer  
genau  
Das weiß ich nicht genau.*

*ge-NAU  
dass VAISS ich nicht ge-nau.*

*probably  
different  
Here things are ('here is it') prob-  
ably different.*

*wahrscheinlich  
anders  
Hier ist es wahrscheinlich anders.*

*vahr-SHAIN-lich  
ANderss  
hihr ist ess vahr-shain-lich ANderss.*

*information  
Yes, I know about that.*

*Clerk  
Bescheid (der)  
Ich weiß schon Bescheid.*

*be-SHAIT (dehr)  
ich VAISS shohn be-SHAIT.*

*What sort of ('what for') shirts  
would you like?*

*Was für Hemden möchten Sie?*

*VASS führ hemden MÖCHten zih?*

*white (with ending -es)*  
*One white one, and one blue one,*  
*please.*

*How do you like these two ('these*  
*both') shirts?*

*sells*  
*He sells him the two shirts.*

*otherwise*  
*something*  
*May I show you something else*  
*('otherwise yet something')?*

*Socks?*

*A pair [of] shoes?*

*all, everything*  
*No thanks, that's all.*

*(you) wrap up*  
*Please wrap the shirts up.*

**172** [8-A]

*Meyer*  
weiß(es)  
Ein weißes und ein blaues, bitte.

*Clerk*  
Wie gefallen Ihnen diese beiden Hemden?

\* \* \*

verkauft  
Er verkauft ihm die zwei Hemden.

*Clerk*  
sonst  
etwas  
Darf ich Ihnen sonst noch etwas zeigen?

Socken? (die Socke)

Ein Paar Schuhe? (der Schuh)

*Meyer*  
alles  
Nein danke, das ist alles.

wickeln . . . ein  
Wickeln Sie die Hemden bitte ein.

\* \* \*

VAIsses  
ain VAIsses unt ain BLAUes, bitte

vih ge-fallen ihnen DIHze baiden  
hemden?

fer-KAUFT  
ehr fer-KAUFT ihm dih tsvai  
HEMden.

ZONST  
ETT-vass  
darf ich ihnen ZONST nokh ett-vass  
tsaigen?

ZOCKen? (dih ZOCKe)

ain pahr SHUHe? (dehr SHUH)

ALLes  
NAIN DANGke, dass ist ALLes.

VICKeln . . . AIN  
VICKeln zih dih HEMden bitte AIN.

*pays*  
*clerk ('seller')*  
*Meyer pays the clerk for the shirts.*

*bezahlt*  
*Verkäufer (der)*  
*Meyer bezahlt den Verkäufer für die*  
*Shirts.*

*be-TSAHLT*  
*fer-KOifer (dehr)*  
*MAier be-tsahlt dehn fer-KOifer*  
*füür dih HEMden.*

(The following is not on the records:)

Here are some more things Mr. Meyer could have bought in the department store:

*the coat (of a suit)*  
*the vest*  
*the (pair of) pants*  
*the hat*  
*the overcoat*

*die Jacke,-n*  
*die Weste,-n*  
*die Hose,-n*  
*der Hut,-e*  
*der Mantel,-e*

*dih YACKe*  
*dih VESte*  
*dih HOHze*  
*dehr HUHT*  
*dehr MANtel*

### Additional Numbers

In Unit 1 you learned the numbers from 1 to 12. Here is a list of all the remaining numbers you will need. Go through them in the same way as the *Basic*

*Sentences*, repeating each number after your Guide or the phonograph record.

### Unit 8, Record Side 3, beginning. (78 RPM)

*zero*  
*thirteen*  
*fourteen*  
*fifteen*  
*sixteen*  
*seventeen*  
*eighteen*

*null*  
*dreizehn*  
*vierzehn*  
*fünfzehn*  
*sechzehn*  
*siebzehn*  
*achtzehn*

*NULL*  
*DRAI-tsehn*  
*FIRR-tsehn*  
*FÜNF-tsehn*  
*ZECH-tsehn*  
*ZIHP-tsehn*  
*AKH-tsehn*

[8-A] 173

*nineteen*  
*twenty*  
*twenty-one* ('one-and-twenty')  
*twenty-two* ('two-and-twenty')  
*twenty-five* ('five-and-twenty')  
*twenty-seven* ('seven-and-twenty')  
*thirty*  
*forty*  
*fifty*  
*sixty*  
*seventy*  
*eighty*  
*ninety*  
 [a] *hundred*  
 [a] *thousand*  
*a million*  
*two million*

neunzehn  
 zwanzig  
 einundzwanzig  
 zweiundzwanzig  
 fünfundzwanzig  
 siebenundzwanzig  
 dreißig  
 vierzig  
 fünfzig  
 sechzig  
 siebzig  
 achtzig  
 neunzig  
 hundert  
 tausend  
 eine Million  
 zwei Millionen

NOIN-tsehn  
 TSVANtsich  
 AIN-unt-tsvantsich  
 TSVAI-unt-tsvantsich  
 FÜNV-unt-tsvantsich  
 ZIHben-unt-tsvantsich  
 DRAIssich  
 FIRRtsich  
 FÜNFtsich  
 ZECHtsich  
 ZIHPTsich  
 AKHTsich  
 NOINtsich  
 HUNDert  
 TAUzent  
 aine millYOHn  
 TSVAI millYOHnen

Before you go through the *Basic Sentences* a second time, read the following:

## 2. Hints on Pronunciation and Spelling

### 1. NUMBERS

Notice the following:

with [ihr]  
 with [irr]  
 “     “

vier  
 vierzehn  
 vierzig

[FIHR]  
 [FIRR-tsehn]  
 [FIRRtsich]

*four*  
*fourteen*  
*forty*

with [f]	fünf	{FÜNF}	<i>five</i>
“ “	fünfzehn	[FÜNF-tsehn]	<i>fifteen</i>
with [v]	fünfundzwanzig	[FÜNV-unt-TSVANtsich]	<i>twenty-five</i>
with [ks]	sechs	[ZEKS]	<i>six</i>
with [ch]	sechzehn	[ZECH-tsehn]	<i>sixteen</i>
“ “	sechzig	[ZECHtsich]	<i>sixty</i>
with [ben]	sieben	[ZIHben]	<i>seven</i>
with [p]	siebzehn	[ZIHHP-tsehn]	<i>seventeen</i>
“ “	siebzig	[ZIHPTsich]	<i>seventy</i>

The word *ein* 'one' is used only in counting, in arithmetic, etc. (notice *einundzwanzig* '21' etc. with *ein*, not *ein*); otherwise the word for 'one' is the usual noun-modifier *ein*, with the usual endings. The word for 'and' is not usually said after *hundert* and *tausend*: *hundertein* [HUNdert-AINSS] '101'; *tausendzwei* [TAUzent-TSVAI] '1002'. As in English, numbers are almost always expressed in figures. On the rare occa-

sions when they are written out, the whole number is written as one word: *fünftausendzweihundertachtzig* [FÜNF - tauzent - TSVAI-hundert - AKHtsich] '5280'. The word for 'million', however, is treated as a separate noun: *drei Millionen achthundertneununddreißigtausend* [DRAI millYOHnen AKHT - hundert - NOIN - unt - draissich-TAUzent] '3 839 000'.

## 2. THE CONVENTIONAL SPELLING: CONSONANTS

To familiarize yourself with the way consonants are written in the conventional spelling, pronounce each of the following words once with your eyes on

the simplified spelling; then look at the conventional spelling and pronounce it again THE SAME WAY.

*The sound [z]*

*sagen* [ZAHgen] 'say'  
*dieser* [DIHzer] 'this'

*Häuser* [HOIzer] 'houses'  
*Gläser* [GLEHzer] 'glasses'

Remember that *f* is the regular symbol for the the sound [z]. At the end of a word this is of course unvoiced to [s]: *das Haus* [HAUS] 'house', *das Glas* [GLAHS] 'glass'.

<i>The sound [sh]</i>					
der Spaziergang	[shpaTSIHR-gang]	'walk'	die Königstraße	[KÖHnich-shtrahsse]	'Koenig Street'
sprechen	[SHPRECHen]	'speak'	der Bleistift	[BLAI-shtift]	'pencil'
das Streichholz	[SHTRAICH-holts]	'match'	verstehen	[fer-SHTEHen]	'understand'

Remember that **ʃ** before **p** or **t** at the beginning of a word, or of part of a word, means the sound [sh].

<i>The sounds [ts]</i>					
zehn	[TSEHN]	'ten'	sitzen	[ZITsen]	'sit'
zwanzig	[TSVANtsich]	'twenty'	schmutzig	[SHMUTsich]	'dirty'

Remember that the letter **z** ALWAYS means the sounds [ts]. The doubled form of this **z** (written to show that the preceding vowel is short) is **zz**.

<i>The sound [f]</i>					
fünf	[FÜNF]	'five'	kaufen	[KAUfen]	'buy'
der Kaffee	[KAFFeh]	'coffee'	elf	[ELF]	'eleven'
der Vater	[FAHter]	'father'	vor	[FOHR]	'in front of'
viel	[FIHL]	'much'	verlaufen	[fer-KAUfen]	'sell'
vielleicht	[fihLAICHT]	'perhaps'	vermieten	[fer-MIHten]	'rent'
vier	[FIHR]	'four'	verstehen	[fer-SHTEHen]	'understand'
von	[FONN]	'from'	Verzeihung	[fer-TSAIung]	'excuse me'

The sound [f] is usually written **f**. However, a number of very common words that begin with [f] are spelled with a **v**. The prefix [fer-] is always spelled **ver-**.

<i>The sound [v]</i>					
wer	[VEHR]	'who'	zwei	[TSVAI]	'two'
das Wasser	[VASSer]	'water'	zwischen	[TSVISHen]	'between'

etwas	[ETT-vass]	'something'	die Schwester	[SHVEStEr]	'sister'
entweder	[ENT-vehder]	'either'	die Universität	[uhnihverzihteHT]	'university'

The sound [v] is regularly spelled *v*; it occurs commonly only at the beginning of a word (or of part of a word) or after *h* or *sch*. Only in a few foreign words (like *die Universität*) is it spelled with a *v*.

#### The sound [y]

ja	[YAH]	'yes'	der Portier	[porTYEH]	'hotel clerk'
jetzt	[YETST]	'now'	die Pension	[pa <sup>n</sup> ZYOHN]	'boarding house'
die Jacke	[YACKe]	'suit coat'			

The sound [y] is regularly spelled *j*; it occurs commonly only at the beginning of a word. In a few foreign words (like *der Portier*, *die Pension*) it is spelled *i*.

#### The sounds [kh] and [ch]

auch	[AKH]	'oh'	suchen	[ZUHkhen]	'look for'
nach	[NAHKH]	'towards'	auch	[AUKH]	'also'
doch	[DOKH]	'oh yes'	rauchen	[RAUKhen]	'smoke'
ich	[ICH]	'I'	vielleicht	[fihLAICHT]	'perhaps'
rechts	[RECHTS]	'to the right'	die Milch	[MILCH]	'milk'
sechzehn	[ZECH-tsehn]	'sixteen'	durch	[DURCH]	'through'
möchte	[MÖCHte]	'would like to'	schmutzig	[SHMUTsich]	'dirty'

The sounds [kh] and [ch] are both spelled *ch*, but it is easy to tell which sound to pronounce: *ch* is pronounced [kh] only after *a*, *o*, *u*, and *au*; it is pronounced [ch] in all other positions. You already know that final

-ig, as in *schmutzig*, is also pronounced [ich]. (In a few words, *ch* is written for the sounds [ks]: *sech* [ZEKS] 'six', *wechseln* [VEKseln] 'change'.)

### 3. THE CONVENTIONAL SPELLING: VOWELS

The conventional spelling of vowel sounds is much less satisfactory than that of consonants. The main

- |    |          |          |            |
|----|----------|----------|------------|
| 1. | ihn      | [IHN]    | 'him'      |
|    | gehen    | [GEHen]  | 'go, walk' |
| 2. | das Paar | [PAHR]   | 'pair'     |
| 3. | sieben   | [ZIHben] | 'seven'    |

(1) The commonest way of showing that a vowel is long is to write an *h* after it; (2) in a few words the vowel is doubled to show length; (3) long [ih] is pretty consistently written *ie*. (Don't confuse this with the combination *ei*, which stands for [ai]: *ein* [AINSS] 'one', *zwei* [TSVAI] 'two', *drei* [DRAI] 'three'.)

Unfortunately these three methods of showing length are not systematically applied. Where there is no sure indication of length, the best one can say is that an accented vowel is usually long if only one consonant letter is written after it: *her* [HEHR] 'towards here', *den* [DEHN] 'the'; but short if two consonant letters

trouble is that the length of vowels is not systematically indicated.

- |                   |          |             |
|-------------------|----------|-------------|
| <i>fahren</i>     | [FAHren] | 'go, drive' |
| <i>ohne</i>       | [OHne]   | 'without'   |
| <i>leer</i>       | [LEHR]   | 'empty'     |
| <i>das Papier</i> | [paPIHR] | 'paper'     |

are written after it: *der Herr* [HERR] 'Mr.', *denn* [DENN] 'do-tell-me'. However, a number of very common words have a short vowel that is followed by only one consonant letter: *an*, *bin*, *das*, *deß*, *es*, *hat*, *hin*, *in*, *man*, *mit*, *um*, *von*, *was* [ANN, BINN, DASS, DESS, ESS, HATT, HINN, INN, MANN, MITT, UMM, FONN, VASS].

The only vowel letter that may trouble you is *ä*. THIS IS ALWAYS PRONOUNCED JUST LIKE THE LETTER *e*. The *ä* is simply written where the sounds [e, eh] represent the umlaut of [a, ah]:

- |                                 |                       |                       |
|---------------------------------|-----------------------|-----------------------|
| <i>halten</i> , er <i>hält</i>  | [HALten, ehr HELT]    | 'stop, he stops'      |
| <i>fahren</i> , er <i>fährt</i> | [FAHren, ehr FEHRT]   | 'drive, he drives'    |
| <i>der Mann</i> , <i>Männer</i> | [dehr MANN, MENNer]   | 'the man, men'        |
| <i>der Vater</i> , <i>Väter</i> | [dehr FAHter, FEHter] | 'the father, fathers' |

This even applies to the sound [oi]. Usually this is written *eu*; *neu* [NOI] 'new', *heute* [HOIte] 'today': but where it is the umlaut of *au*, it is written *äu*:



das Haus, Häuser	[dass HAUS, HOIzer]	'the house, houses'
die Frau, das Fräulein	[dih FRAU, dass FROI-lain]	'Mrs., Miss'
verkaufen, der Verkäufer	[fer-KAUfen, dehr fer-KOIfer]	'sell, clerk'

## SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

### 1. Word Study (Individual Study)

#### A. ADJECTIVES

German has two main kinds of noun-modifiers. You already know all about the *ein*-words (*ein*, *fein*, and the possessives), the *die*-words (*die*- and *welch*-), and the word *der* (*der*, *das*, *die*, etc.). These noun-modifiers are often grouped together under the name **LIMITING WORDS**. The other noun-modifiers are

the descriptive words or **ADJECTIVES** (words like *good*, *bad*, *black*, *white*, etc.). Adjectives differ from limiting words in at least two ways: (1) they have two whole sets of endings; (2) they can also be used without any ending at all.

Adjectives have no endings when they are used as follows:

#### *Used alone as adjectives*

Das Bier ist sehr gut.  
Dieser Anzug ist braun.  
Das Zimmer sieht etwas schmutzig aus.  
Hier ist es wahrscheinlich anders.

The beer is very good.  
This suit is brown.  
The room looks a bit dirty.  
Here things are probably different.

#### *Used as adverbs*

Sprechen Sie bitte langsam.  
Er kann sehr gut Deutsch sprechen.  
Der Mantel paßt Ihnen ausgezeichnet.  
Fahren Sie nicht so schnell!

Please speak slowly.  
He can speak German very well.  
The overcoat fits you splendidly.  
Don't drive so fast!

When adjectives are used in front of nouns, they always have endings. If there isn't any limiting word in front (as in *weiße Hemden* 'white shirts'), the *diefer-* endings are used; we shall take this up in the next unit. If there IS a limiting word in front of the ad-

jective (as in *diese weißen Hemden* 'these white shirts'), the following endings are used. (Sample words: *der Anzug* 'suit', *das Hemd* 'shirt', *die Jacke* 'coat'. In these examples, the word *diefer-* stands also for *der* (*das*, *die*) and *welcher*; and the word *ein* stands for all the *ein*-words.)

Form 1:	<i>diefer braune Anzug</i>	<i>ein brauner Anzug</i>
Forms 1 and 2:	<i>dieses braune Hemd</i>	<i>ein braunes Hemd</i>
Forms 1 and 2:	<i>diese braune Jacke</i>	<i>eine braune Jacke</i>

In these five forms the above endings are used.  
AS SOON AS YOU CHANGE ANY OF THESE

EXPRESSIONS TO ANY OTHER FORM, or TO  
THE PLURAL, the adjective takes the ending *-en*:

Form 2:	<i>diesen braunen Anzug</i>	<i>einen braunen Anzug</i>
Plural:	<i>diese braunen Hemden</i>	<i>meine braunen Hemden</i>
Form 3:	<i>mit dieser braunen Jacke</i>	<i>mit einer braunen Jacke</i>

Here are some sentences that show all the endings in all forms:

*Forms:*

- 1 Wieviel kostet der graue Hut?  
Auf dem Fußboden liegt ein großer Teppich.
- 2 Ich habe einen furchtbaren Durst.
- 3 Sie hat zwei Zimmer ohne Bad im ersten Stock.
- 4 Wie gefällt Ihnen die Farbe meines neuen Huts?

*der-words*

- How much does the gray hat cost?  
On the floor is ('lies') a big rug.  
I'm awfully thirsty ('have an awful thirst').  
She has two rooms with bath in the second (German 'first') story.  
How do you like the color of my new hat?

*das-words*

- 1 Das blaue Hemd sieht viel besser aus.  
Es ist ein gutes Café dort.

- The blue shirt looks much better.  
There's a good café there.

- 2 Zeigen Sie mir das andere Hemd, bitte.  
Kennen Sie ein gutes Geschäft?
- 3 Dieser Hut paßt sehr gut zu Ihrem neuen Mantel.
- 4 Er wohnt im ersten Stock eines großen Hotels.

Show me the other shirt, please.  
Do you know [of] a good store?  
This hat matches ('fits to') your new overcoat very well.  
He lives on the second (German 'first') floor of a big hotel.

*die- words*

- 1 Auf dem Tisch liegt eine saubere Tischdecke.
- 2 Er probiert seine neue Jacke an.
- 3 Der Autobus hält auf der anderen Seite der Straße.
- 4 Wie ist der Name der anderen Frau?

On the table is ('lies') a clean tablecloth.  
He tries on his new coat.  
The bus stops on the other side of the street.  
What ('how') is the other woman's name?

*Plurals*

- 1 Die beiden Herren gehen in ein Geschäft.
- 2 Er verkauft ihm die weißen Hemden.
- 3 Das paßt sehr gut zu Ihren neuen Socken.
- 4 Zeigen Sie mir bitte einen der braunen Mäntel!

The two men ('gentlemen') go into a store.  
He sells him the white shirts.  
That matches ('fits to') your new socks very well.  
Please show me one of the brown overcoats.

*Summary of adjective endings*

Before	der-words	das-words	die-words	plurals
1	=e or =er	=e or =es	=e	=en
2	=en	=e or =es	=e	=en
3	=en	=en	=en	=en
4	=en	=en	=en	=en

'The longer endings =er and =es are used only after ein, fein, and the possessives.

All these endings are the same even if the noun is not actually said after the adjective, but merely understood:

Welcher Anzug? — Der braune.

Was für ein Anzug? — Ein brauner.

Welches Hemd? — Das weiße.

Was für ein Hemd? — Ein weißes.

Welche Socken? — Die blauen.  
etc.

Which suit?—The brown one.

What sort of a suit?—A brown one.

Which shirt?—The white one.

What sort of a shirt?—A white one.

Which socks?—The blue ones.  
etc.

## B. VERBS

Jetzt **brauch'** ich noch ein paar Hemden.

Vielleicht **kauf'** ich mir auch einen neuen Hut.

Wenn er mir paßt, **nehm'** ich ihn.

Now I also ('yet, still') need a few shirts.

Maybe I'll buy (me) a new hat, too.

If it fits me, I'll take it.

(See *Listening In 3* in this unit.)

The ending -e of the ich-form of verbs is often left out in everyday speech, especially if the ich comes after the verb.

## C. Was für 'WHAT SORT OF'.

Was für ein Hut ist es?

Was für einen Mantel hat er?

In was für einem Haus wohnen Sie?

Was für Hemden möchten Sie?

What sort of a hat is it?

What kind of an overcoat does he have?

What kind of a house do you live in?

What sort of shirts would you like?

Notice that the form of the word ein is determined by the rest of the sentence, and not by the word für (that is, this can't be the preposition für, which is

always followed by form 2). Notice also that ein drops out in the plural.

## D. MAKING NEW WORDS

Notice how the following noun is put together:

das Warenhaus, -er [VAHren-haus, -hoizer] 'department store' = die Ware, -n [VAHre] 'ware' + das Haus, -er [HAUS, HOIzer] 'house'

Can you take these nouns apart?

der Badeanzug, -e [BAHde-ann-tsuhk, -tsühge] 'bathing suit'

die Badehose, -n [BAHde-hohze] 'bathing trunks'

die Schuhgröße, -n [SHUH-gröhsse] 'shoe size'

die Sockengröße, -n [ZOCKen-gröhsse] 'sock size'

die Hosentasche, -n [HOHzen-tashe] 'pants pocket'

die Jackentasche, -n [YACKen-tashe] 'coat pocket'

die Westentasche, -n [VESTen-tashe] 'vest pocket'

die Manteltasche, -n [MANtel-tashe] 'overcoat pocket'

The following are made up of a preposition plus a noun:

die Hintertür, -en [HINter-tühr] 'back door'

das Unterhemd, -en [UNter-hemt] 'undershirt'

die Unterhose, -n [UNter-hohze] 'shorts, drawers'

Notice also the following:

mieten [MIHten] 'rent (from a person)'

kaufen [KAUfen] 'buy'

der Käufer, - [KOIfer] 'buyer'

vermieten [fer-MIHten] 'rent (to a person)'

verkaufen [fer-KAUfen] 'sell'

der Verkäufer, - [fer-KOIfer] 'seller, clerk in a store'

### 2. Covering English and German of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the German, and making sure you know everything thoroughly.

### 3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

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## SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

### 1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

### 2. Covering the English of Basic Sentences (Individual Study)

Go through the Basic Sentences covering up the English and reading aloud the German. Check up on anything you do not know, until you are sure of everything.

### 3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable.

**1. You walk into a store and ask for a hat:**

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| a. Ich möchte gern einen Hut kaufen.  | ich möchte gern ainen HUHT kaufen.   |
| b. Wie gefällt Ihnen dieser Hut?      | vih ge-fellt ihnen DIHzer huht?      |
| c. Zeigen Sie mir bitte einen Mantel! | TSAIgen zih mihr bitte ainen MANTel. |

**2. The clerk shows you a brown hat for 9,98 RM (9.98 marks):**

- |  |   |
|--|---|
| a. Dieser braune Hut kostet acht Mark neunzig.                         | DIHzer braune huht kostet AKHT mark NOINTsich.                            |
| b. Zu welchem Preis? Etwa neun Mark neunundachtzig?                    | tsuh velchem PRAIS? ett-vah NOIN mark NOIN-unt-AKHtsich?                  |
| c. Hier ist ein sehr schöner brauner Hut für neun Mark achtundneunzig. | hihr ist ain ZEHR SHÖHner brauner huht führ NOIN mark AKHT-unt-NOINTsich. |

**3. You ask him to show you a gray one you see:**

- |  |  |
|--|--|
| a. Ich möchte lieber einen grauen haben. | ich möchte lihber ainen GRAUen hahben.   |
| b. Wieviel kostet der braune da drüben?  | vih-fihl kostet dehr BRAUe dah DRÜHben?  |
| c. Zeigen Sie mir bitte den grauen dort! | TSAIgen zih mihr bitte dehn GRAUen dort. |

4. *After looking at it, you decide you prefer the brown one:*

- a. Der graue gefällt mir besser als der braune.
- b. Dieser gefällt mir nicht so gut wie der braune.
- c. Der braune Hut sieht sehr gut aus.

dehr GRAUe ge-fellt mihr BESSer alss dehr BKAUe.  
DIHzer ge-fellt mihr NICHT zoh GUHT vih dehr  
BRAUe.  
dehr BRAUe huht ziht ZEHR GUHT aus.

5. *He agrees, saying that the brown one matches your suit better:*

- a. Ein brauner Hut paßt nicht zu Ihrem Anzug.
- b. Der braune paßt viel besser zu Ihrem braunen Anzug.
- c. Ich kann Ihnen auch einen sehr guten braunen Anzug zeigen.

ain BRAUner huht PASST nicht tsuh ihrem ANN-  
-tsuhk.  
dehr BRAUe passt FIHL BESSer tsuh ihrem BRAU-  
nen ANN-tsuhk.  
ich kann ihnen AUKH ainen zehr guhten braunen  
ANN-tsuhk tsaigen.

6. *Finally you say you'll take the brown one:*

- a. Ich glaube, ich nehme den braunen.
- b. Der braune ist mir viel zu groß.
- c. Nehmen Sie doch den braunen!

ich GLAUbe ich nehme dehn BRAUen.  
dehr BRAUe ist mihr FIHL tsuh GROHSS.  
NEHmen zih dokh dehn BRAUen.

Now see if you can complete each of the following sentences correctly in three different ways. The trick is, of course, to get the right endings on the limiting

words and adjectives. Be sure you know what each of the sentences means.

**SAMPLE QUESTION:**

0. Ich möchte gern, ein, blau, (a) Anzug (b) Hemd  
(c) Hose, kaufen.

ich MÖCHte gern, AIN, BLAU,  
(a) ANN-tsuhk (b) HEMT (c) HOHze, KAUFen.

### SAMPLE ANSWER:

- |   |  |
|---|--|
| a. Ich möchte gern einen blauen Anzug kaufen.                                   | ich MÖCHte gern ainen BLAUen ANN-tsuhk kaufen.                                   |
| b. Ich möchte gern ein blaues Hemd kaufen.                                      | ich MÖCHte gern ain BLAUes HEMT kaufen.  |
| c. Ich möchte gern eine blaue Hose kaufen.                                      | ich MÖCHte gern aine BLAUe HOHze kaufen.   |
| 7. Wie gefällt Ihnen, mein, neu, (a) Jacke (b) Weste (c) Mantel?                | vih ge-FELLT ihnen, MAIN, NOI, (a) YACKe (b) VESTe (c) MANtel?                   |
| 8. Dieſ-, braun, (a) Hosen (b) Schuhe (c) Socken, gefallen mir besser.          | DIHZ-, BRAUN, (a) HOHzen (b) SHUHe (c) ZOCKen, ge-fallen mihr BESSer.            |
| 9. Ihr, neu (a) Jacke (b) Hut (c) Hemd, sieht sehr gut aus.                     | IHR, NOI, (a) YACKe (b) HUHT (c) HEMT, zihht ZEHR GUHT aus.                      |
| 10. Haben Sie, fein, grau, (a) Mäntel (b) Hemden (c) Socken, in meiner Größe?   | HAHben zih, KAIN, GRAU, (a) MENtel (b) HEMden (c) ZOCKen, inn mainer GRÖHsse?    |
| 11. Dieser graue Hut paßt sehr gut zu, Ihr, neu, (a) Hemd (b) Socken (c) Jacke. | dihzer graue HUHT passt ZEHR GUHT tsuh, IHR, NOI, (a) HEMT (b) ZOCKen (c) YACKe. |
| 12. Zeigen Sie mir bitte, der ander-, (a) Schuhe (b) Weste (c) Hut, da drüben.  | TSAIgen zih mihr bitte, DEHR, ANder-, (a) SHUHe (b) VESTe (c) HUHT, dah DRÜHben. |

### SECTION D—LISTENING IN

#### 1. What Did You Say?

Give your answers in German for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

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#### 2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct German for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.



### 3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the German immediately after hearing it. After the first repetition of each conversation, check

1. *Meyer walks up to a clerk in a store.*

#### Unit 8, Record Side 3, after 1st spiral. (78 RPM)

Verkäufer: Guten Tag, womit kann ich Ihnen dienen?

Meyer: Ich möchte gern einen Mantel kaufen.

Verkäufer: Welche Größe, bitte?

Meyer: Ich weiß es nicht genau.  
Ich bin nämlich Amerikaner,  
und die Größen sind hier in Deutschland  
wahrscheinlich anders als in Amerika.

Verkäufer: Was ist Ihre Größe in Amerika?

Meyer: Achtunddreißig.

Verkäufer: Ich weiß schon Bescheid.  
Bitte schön, hier ist ein sehr schöner Mantel in Ihrer Größe.

up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

#### (33½ RPM) Record Side 8, after 1st spiral.

guhten TAHK, voh-MITT kann ich ihnen  
DIHnen?

ich möchte gern ainen MANTel kaufen.

velche GRÖHsse, bitte?

ich VAISS ess nicht ge-NAU.

ich binn nehm-lich ahmehrihKAHner,  
unt dih GRÖHssen zint hihr inn DOITSH-  
-lant

vahr-shain-lich ANderss alss inn ahMEH-  
rihkah.

vass ist ihre gröhsse inn ahMEHrihkah?

AKHT-unt-DRAIssich.

ich VAISS shohn be-SHAIT.

BITTe schön, hihr ist ain ZEHR SHÖHner  
MANTel inn IHrer GRÖHsse.

[8-D] 187

Meyer: Der ist aber grau.

Ich möchte lieber einen braunen haben.

Verkäufer: Einen braunen Mantel?

Nein, wir haben leider keine braunen Mäntel in Ihrer Größe.

Hier ist aber ein sehr schöner brauner Mantel in Größe vierzig.

Meyer: Ich glaube, vierzig ist mir zu groß.

Verkäufer: Probieren Sie ihn doch an!

Meyer: Nein, er paßt nicht.

Wo kann ich sonst einen Mantel bekommen?

Verkäufer: Kennen Sie das große Warenhaus in der Königstraße?

Meyer: Das Warenhaus neben der Universität?

Verkäufer: Ja, gehen Sie dahin.

Vielleicht können Sie dort einen braunen Mantel in Ihrer Größe finden.

Meyer: Vielen Dank.

Verkäufer: Bitte schön, keine Ursache.

188 [8-D]

dehr ist ahber GRAU.

ich möchte lihber ainen BRAUnen hahben.

ainen BRAUnen mantel?

NAIN, vihr hahben LAIder KAIne BRAU-  
nen mentel inn ihrer GRÖHsse.

HIHR ist ahber ain ZEHR SHÖHner  
BRAUner MANTel inn gröhsse FIRRsich.

ich glaube FIRRsich ist mihr tsuh GROHSS.

prohBIHren zih ihn dokh ANN.

NAIN, ehr PASST nicht.

voh kann ich ZONST ainen mantel  
be-kommen?

KENNen zih dass grohsse VAHren-haus inn  
dehr KÖHnich-shtrahsse?

dass VAHren-haus nehben dehr uhnihver-  
zihTEHT?

YAH, gehen zih dah-HINN.

fihlaicht können zih DORT ainen BRAUnen  
MANTel inn ihrer GRÖHsse finden.

fihlen DANGK.

BITTe shöhn, kaine UHR-zakhe.

2. Meyer asks his way to the store.

**Unit 8, Record Side 4, beginning. (78 RPM)**

Meyer: Bitte, Herr Wachtmeister, wo ist die Königstraße?

Ich suche ein Warenhaus dort.

Wachtmeister: Von welchem Warenhaus sprechen Sie?

Meyer: Ich spreche von dem Warenhaus neben der Universität.

Wachtmeister: Nehmen Sie Straßenbahn sechsundsechzig, oder Autobus neunzehn.

Die Haltestelle ist dort drüben.

Meyer: Besten Dank, Herr Wachtmeister.

3. In the store.

**Unit 8, Record Side 4, after 1st spiral. (78 RPM)**

Meyer: Können Sie mir bitte sagen, wo man Mäntel kaufen kann?

Ich suche nämlich einen Mantel für mich.

Portier: Mäntel finden Sie im ersten Stock.

Verkäufer: Womit kann ich Ihnen dienen?

BITTe, herr VAKHT-maister, voh ist dih  
KÖHnich-shtrahsse?

ich zuhkhe ain VAHren-haus dort.

fonn VELchem VAHren-haus SHPRECHen  
zih?

ich shpreche fonn dehm VAHren-haus neliben  
dehr uhnihverzihTEHT.

nehmen zih SHTRAHssen-bahn ZEKS-unt-  
-ZECHtsich, ohderAUtoh-bussNOIN-tsehn.

dih HALte-shtelle ist dort DRÜHben.

besten DANGK, herr VAKHT-maister.

KÖNNen zih mihr bitte ZAHgen voh mann  
MENTel kaufen kann?

ich zuhkhe nehm-lich ainen MANtel führ  
mich.

MENTel finden zih imm EHRsten SHTOCK.

voh-MITT kann ich ihnen DIHnen?

[8-D] 189

Meyer: Ich möchte einen braunen Mantel  
amerikanische Größe achtunddreißig  
für mich haben.\*  
Haben Sie etwas in der Farbe und Größe?

Verkäufer: Ja, natürlich.  
Wir haben alle Größen in allen Farben.

Meyer: Dieser Mantel da gefällt mir sehr gut.

Wieviel kostet er?

Verkäufer: Fünfunddreißig Mark.

Meyer: Gut. Wenn er mir paßt, nehm' ich ihn.

*After having tried it on:*

Paßt ausgezeichnet.

Ich nehme diesen Mantel.

\*Ich möchte einen braunen Mantel amerikanische Größe 38 für mich haben.  
'I'd like to have (for myself) a brown overcoat, American size 38'.

190 [8-D]

ich möchte ainen BRAUnen MANtel  
ahmehrihKAHnishe GRÖHsse AKHT-unt-  
-DRAIssich

führ mich hahben.

HAHben zih ett-vass inn dehr FARbe unt  
GRÖHsse?

YAH, nahTÜHR-lich.

vihr hahben ALLe GRÖHssen inn ALLen  
FARben.

dihzer MANtel dah ge-fellt mihr ZEHR  
GUHT.

vih-fihl KOSTet ehr?

FÜNV-unt-DRAIssich MARK.

GUHT. venn ehr mihr PASST, NEHM\_ich  
ihn.

passt AUS-ge-TSAICHnet.

ich NEHme dihzen mantel.

4. *Koenig is helping Meyer pack his things for a trip.*

**Unit 8, Record Side 4, after 2nd spiral. (78 RPM)**

König: Haben Sie jetzt alles?

Meyer: Ja, ich habe zwei Anzüge,  
ein Paar Schuhe,  
und sechs Hemden.

König: Sind das die Hemden?

Meyer: Ja.

König: Aber die sind doch alle schmutzig!

Meyer: Um Gottes willen!  
Das sind meine schmutzigen Hemden!  
Wo sind die sauberen?

König: Hier.  
Sie liegen hier auf dem Stuhl.  
Haben Sie auch Socken?

Meyer: Ja, hier.

König: Zum Donnerwetter!  
Das sind doch nicht Ihre Socken!  
Das sind meine!

Meyer: Sind das wirklich Ihre?

haben zih yetst ALLes?

YAH, ich hahbe TSVAI ANN-tsühge,  
AIN pahr SHUHe,  
unt ZEKS HEMden.

zint DASS diH HEMden?

YAH.

ahber diH zint dokh alle SHMUTsich!

umm GOTTes VILLen!  
dass zint maine SHMUTsigen hemden!  
voh zint diH ZAUberen?

HIHR.

zih lihgen hier auf dehm SHTUHL.  
haben zih aukh ZOCKen?

YAH, HIHR.

tsumm DONNer-vetter!  
dass zint dokh nicht IHre ZOCKen!  
dass zint MAIne!

zint dass VIRK-lich IHre?

[8-D]

191

König: Zeigen Sie sie mal her!\*

Ja, sie gehören alle mir.

Meyer: Wo sind denn meine?

König: Wie soll ich das wissen?

Meyer: Ich muß sie aber finden.

Ach, dort sind sie.

Sie liegen da drüben auf dem Bett.

König: Was brauchen Sie sonst?

Meyer: Ich glaube, ich habe jetzt alles.

König: Haben Sie auch Geld?

Meyer: Nein, ich fahre erst mit dem Autobus zur Bank

und dann zum Bahnhof.

tsaigen zih zih mahl HEHR.

YAH, zih ge-höhen ALLe MIHR.

voh zint denn MAIne?

vih zoll ich dass VISSen?

ich muss zih ahber FINDen.

AKH, DORT zint zih.

zih lihgen dah DRÜHben auf dehm BETT.

vass braukhen zih ZONST?

ich GLAUbe ich hahbe yetst ALLes.

hahben zih aukh GELT?

NAIN, ich fahre EHRST mitt dehm AUtoh-  
-buss tsurr BANGK,

unt DANN tsumm BAHN-hohf.

---

\*Zeigen Sie sie mal her! 'Let me look at them' ('show you them once to-here')

## SECTION E—CONVERSATION

### 1. Covering the German in Basic Sentences (Individual Study)

Cover the German of the *Basic Sentences* and practice saying the German equivalents of the English expressions.

### 2. Vocabulary Check-Up

Give the German expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

### 3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. You now know the names of quite a number of objects to buy: fountain pens, pencils, erasers, ink; cigarettes, cigars, pipes, matches; and the various articles of clothing in this unit. Pick out three or four of these objects and go into a store and buy them. The group member who takes the part of the clerk (or salesgirl) should ask questions about the quantity desired, the color, the size, etc., and should give a good sales talk. Be sure to ask about the price and add up the total.

2. You meet a friend, ask how he is, offer him a smoke, and invite him to a café for a drink. Then you ask where he's working now and how much he gets per month. You both talk about where you live and how much you have to spend for your rooms. Finally you discuss the high cost of living: you need a new suit (or hat, or overcoat), would like to buy some shirts (or shoes, or socks), but you can't afford them. Finally he suggests going to the movies, so you pay the waitress and leave.

3. Let each member of the group take a piece of paper,

write down the prices of two things he is going to buy, and add up the total. For example, you are thinking of buying a hat for 8,50 RM and a pair of shoes for 10,00 RM. You write down:  $8,50 + 10,00 = 18,50$  RM (this RM stands for Reichsmark [RAICHSMARK] 'Reich marks'). Then you say to the group: Ich kaufe mir einen Hut für acht Mark fünfzig und ein Paar Schuhe für zehn Mark. Say this twice, so they will all get it. Then turn to some member of the group and ask: Wieviel muß ich bezahlen? If he has done the arithmetic properly (on paper or in his head), he will answer: Sie müssen achtzehn Mark fünfzig bezahlen. If his answer is wrong (you can always check it by your written total), say Nein!, and ask someone else the same question. (This practice is of course intended to familiarize you with German prices and numbers. You will find German shopkeepers, etc., perfectly honest, but it still doesn't do you any harm if you can check up on their totals.)

(Numbers are perhaps the hardest things to learn in a foreign language. If you really want to learn how to handle German numbers, do all your counting in German. You will be surprised how many times each day you have to do a bit of simple counting. Do this counting in German, and you will quickly get the hang of German numbers.)

## SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

### FINDER LIST

- |  |  |
|--|--|
| achtzehn [AKH-tsehn] 'eighteen'  | dreißig [DRAIssich] 'thirty'                     |
| achtzig [AKHtsich] 'eighty'  | dreizehn [DRAI-tsehn] 'thirteen'                 |
| alles [ALLes] 'everything, all'  | etwa [ETT-vah] 'approximately, about'            |
| ander= [ANder-] 'other, different'; form without ending is anders                                      | die Farbe, -n [FARbe] 'color'                    |
| der Anzug, -e [ANN-tsuhk, -tsühge] 'suit (of clothes)'   | fünfzehn [FÜNF-tsehn] 'fifteen'                  |
| ausgezeichnet [AUS-ge-TSAICHnet] 'splendid(ly), excellent(ly)'   | fünfzig [FÜNFTsich] 'fifty'                      |
| bekommen [be-KOMMen] 'get, receive'  | für [FÜHR] (plus form 2) 'for'                   |
| der Bescheid, -e [be-SHAIT] 'information'; ich weiß Bescheid 'I know about it, I understand all right' | geben [GEHben]: ich gebe . . . aus 'I spend'     |
| bezahlen [be-TSAHlen] 'pay'  | genau [ge-NAU] 'exact(ly)'                       |
| blau [BLAU] 'blue'   | das Geschäft, -e [ge-SHEFT] 'store'              |
| braun [BRAUN] 'brown'  | grau [GRAU] 'gray'                               |
| dienen [DIHnen] (plus form 3) 'serve'; womit kann ich Ihnen dienen? 'what can I do for you?'           | die Größe, -n [GRÖHsse] 'size'                   |
|  | das Hemd, -en [HEMT] 'shirt'                     |
|  | die Hose, -n [HOHze] '(pair of) pants, trousers' |
|  | hundert [HUNdert] '(a) hundred'                  |
|  | der Hut, -e [HUHT, HÜHte] 'hat'                  |



die Jacke, -n [YACKE] 'coat (of a suit)'

kaufen [KAUFen] 'buy'; ich kaufe mir etwas 'I buy (me) something'

leisten [LAISTen]: ich kann mir ... leisten 'I can afford'

der Mantel, - [MANtel, MENtel] 'overcoat'

die Million, -en [millYOHn] 'million'; eine Million 'a million'

neu [NOI] 'new'

neunzehn [NOIN-tsehn] 'nineteen'

neunzig [NOIN-tsich] 'ninety'

noch [NOKH] 'still, yet, in addition'

null [NULL] 'zero'

das Paar, -e [PAHR] 'pair'; ein Paar Schuhe 'a pair of shoes'; ein paar Schuhe 'a few shoes'

passen [PASSen] (plus form 3) 'fit'; es paßt zu 'it matches'

der Preis, -e [PRAIS] 'price'

probieren [prohBIHren] 'test, try out'; ich probiere ... an 'I try on'

der Schuh, -e [SHUH] 'shoe'

sechzehn [ZECH-tsehn] 'sixteen'

sechzig [ZECHtsich] 'sixty'

siebzehn [ZIHP-tsehn] 'seventeen'

siebzig [ZIHPtsich] 'seventy'

die Socke, -n [ZOCKe] 'sock'

sonst [ZONST] 'otherwise, else'

tausend [TAUzent] '(a) thousand'

teuer [TOIer] 'expensive'

verkaufen [fer-KAUfen] 'sell'

der Verkäufer, - [fer-KOIfer] 'clerk (in a store)'

vierzehn [FIRR-tsehn] 'fourteen'

vierzig [FIRRtsich] 'forty'

wahrscheinlich [vahr-SHAIN-lich] 'probable, -ly'

das Warenhaus, -er [VAHren-haus, -hoizer] 'department store'

was für [VASS führ] 'what kind of'; was für ein 'what kind of a'

weiß [VAISS] 'white'

die Weste, -n [VESte] 'vest'

wickeln [VICKeln]: ich wickle ... ein 'I wrap up'

zwanzig [TSVANtsich] 'twenty'

# UNIT 9

## LET'S EAT

### SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, as you have done before. Then go through the *Hints on Spelling and Pronunciation*. Go once through the *Basic Sentences*

individually trying to follow the *Conventional Spelling* as much as possible. The last time through individually, you should be able to follow the *Conventional Spelling* without any trouble.

#### 1. Basic Sentences

*Mr. Meyer and Miss Fischer sit down at a table in a restaurant.*

—ENGLISH EQUIVALENTS— —CONVENTIONAL SPELLING— —AIDS TO LISTENING—

**Unit 9, Record Side 1, beginning. (78 RPM)**

*plates*  
On the table are ('stand')  
two plates.  
*each (form 3 before der-words)*  
*napkin*  
*knife*  
*fork*  
*spoon*  
Beside each plate are ('lie') a  
napkin, a knife, a fork, and a  
spoon.

Teller (der Teller)  
Auf dem Tisch stehen zwei Teller.  
  
jedem  
Serviette (die)  
Messer (das)  
Gabel (die)  
Löffel (der)  
Neben jedem Teller liegen eine Serviette,  
ein Messer, eine Gabel und ein Löffel.

**(33½ RPM) Record Side 9, beginning.**

TELLer (dehr TELLer)  
auf dehm TISH shtehen TSVAl  
TELLer.  
  
YEHdem  
zerVYETTe (dih)  
MESSer (dass)  
GAHbel (dih)  
LÖFFel (dehr)  
nehben YEHdem TELLer lihgen  
aine zerVYETTe, ain MESSer, aine  
GAHbel, und ain LÖFFel.

196 [9-A]

*Meyer*

*hunger*  
*I'm very hungry ('I have great hunger').*

Hunger (der)  
Ich habe großen Hunger.

HUNGer (dehr)  
ich hahbe GROHssen HUNGer.

*(Mr.) waiter*  
*the menu*  
*Waiter, the menu (please)!*

Herr Ober (der)  
die Speisefarte  
Herr Ober, die Speisefarte, bitte!

herr OHber (dehr)  
dih SHPAIze-karte  
herr OHber, dih SHPAIze-karte,  
bitte!

*To Miss Fischer:*

*order*  
*What may I order for you?*

bestellen  
Was darf ich für Sie bestellen?

be-SHTELLen  
vass darf ich führ zih be-SHTELLen?

*They look over the menu, and then Meyer orders:*

*soup*  
*roast-veal*  
*vegetable[s]*  
*[Some] soup, and roast veal with*  
*(some) vegetables, please.*

Suppe (die)  
Kalbsbraten (der)  
Gemüse (das)  
Suppe, und Kalbsbraten mit etwas Ge-  
müse, bitte.

ZUPPe (dih)  
KALPS-brahten (dehr)  
ge-MÜHze (dass)  
ZUPPe, unt KALPS-brahten mitt  
ett-vass ge-MÜHze, bitte.

*salt*  
*pepper*  
*Bring us [some] salt and pepper,*  
*too.*

Salz (das)  
Pfeffer (der)  
Bringen Sie uns auch Salz und Pfeffer.

ZALTS (dass)  
PFEFFer (dehr)  
bringen zih unss aukh ZALTS unt  
PFEFFer.

*There isn't any on this table ('on*  
*this table stand they not').*

Auf diesem Tisch stehen sie nicht.

auf dihzem tish SHTEHen zih  
nicht.

*lady*  
*cup*  
[of] *hot (with ending -en)*  
*tea*

*Bring (for) the lady a cup [of] hot tea, please, and bring me ('for me') a glass [of] beer.*

*dark (with ending -es)*  
*Light or dark?*

*Light, please.*

*While they are eating the main course:*

*tastes-good*  
*meal, food*  
*Does the food taste good?*

*Yes, it tastes fine.*

### **Unit 9, Record Side 2, beginning. (78 RPM)**

*(the) most*  
*(the) Germans*  
*for ('to-the') breakfast*  
*What do most Germans eat for breakfast?*

*never*  
*Oh, we never eat very much—*

**198** [9-A]

*Dame (die)*  
*Tasse (die)*  
*heiß (en)*  
*Tee (der)*

*Bringen Sie bitte für die Dame eine Tasse heißen Tee, und für mich ein Glas Bier.*

*Waiter*

*dunk(e)l(es)*  
*Helles oder dunkles?*

*Meyer*

*Helles, bitte.*

*schmeckt*  
*Essen (das)*  
*Schmeckt Ihnen das Essen?*

*Miss Fischer*

*Ja, es schmeckt ausgezeichnet.*

*die meisten*  
*Deutschen*  
*zum Frühstück*  
*Was essen die meisten Deutschen zum Frühstück?*

*Miss Fischer*

*nie*  
*Ach, wir essen nie sehr viel —*

*DAHme (dih)*  
*TASSE (dih)*  
*HAIssen*  
*TEH (dehr)*

*bringen zih bitte führ dih DAHme aine TASSE HAIssen TEH, unt führ MICH ain glahs BIHR.*

*DUNGkles*  
*HELLES ohder DUNGkles?*

*HELLES, bitte.*

*SHMECKT*  
*ESSen (dass)*  
*SHMECKT ihnen dass essen?*

*YAH, ess shmeckt AUS-ge-TSAICHnet.*

*dih MAIsten*  
*DOItshen*  
*tsumm FRÜH-shtück*  
*vass ESSen dih MAIsten DOItshen tsumm FRÜH-shtück?*

*NIH*  
*AKH, vihr ESSen NIH zehr FIHL—*

rolls  
butter  
*a few rolls with butter, and a  
cup [of] coffee.*

noons ('middays')  
always  
something warm  
*In the middle of the day you  
always eat something hot,  
don't you?*

Yes.

wish  
lady-and-gentleman  
for-the ('to-the')  
dessert  
*Oh excuse me, what will you  
have for dessert?*

fruit  
cake  
*For the lady some fruit, and for  
me some cake.*

*But the lady hasn't any spoon,  
and I have no fork.*

Brötchen (das)  
Butter (die)  
ein paar Brötchen mit Butter, und eine  
Tasse Kaffee.

mittags  
immer  
etwas Warmes  
Mittags essen Sie immer etwas War-  
mes, nicht wahr?

*Miss Fischer*

Ja.

*Waiter*

wünschen  
Herrschaften  
zum  
Nachtsch (der)  
Ach Verzeihung, was wünschen die Herr-  
schaften zum Nachtsch?

*Meyer*

Obst (das)  
Kuchen (der)  
Für die Dame etwas Obst, und für  
mich etwas Kuchen.

Aber die Dame hat keinen Löffel, und ich  
habe keine Gabel.

BRÖHT-chen (dass)  
BUTTer (dih)  
ain pahr BRÖHT-chen mitt BUTTer,  
unt aine tasse KAFFeh.

MITTahks  
IMMer  
ett-vass VARmes  
MITTahks essen zih immer ett-vass  
VARmes, nicht VAHR?

YAH

VÜNshen  
HERR-shaften  
TSUMM  
NAHKH-tish (dehr)  
akh fer-TSÄlung, vass VÜNshen dih  
herr-shaften tsumm NAHKH-tish?

OHPST (dass)  
KUHkhen (dehr)  
führ dih DAHme ett-vass OHPST,  
unt führ MICH ett-vass KUHkhen.

ahber dih DAHme hatt kainen  
LÖFFel, unt ICH habbe kaine  
GAHbel.

[9-A] 199

*To Miss Fischer:*

*What do you eat in the evening?*

*mostly  
something cold  
Usually just something cold—*

Was essen Sie abends?

meistens  
etwas Kaltes  
Meistens nur etwas Kaltes —

vass essen zih AHbents?

MAIstenss  
ett-vass KALtes  
MAIstenss nuhr ett-vass KALtes—

**Unit 9, Record Side 3, beginning. (78 RPM)**

*cheese  
sausage  
Bread with cheese and sausage,  
and some fruit for dessert.*

Käse (der)  
Wurst (die)  
Brot mit Käse und Wurst, und etwas  
Obst zum Nachtisch.

KEHze (dehr)  
VURST (dih)  
BROHT mitt KEHze unt VURST,  
unt ett-vass OHPST tsumm  
NAHKH-tish.

*afternoons  
But we also drink coffee in the  
afternoon,  
thereto  
and eat cake with it.*

nachmittags  
Wir trinken aber auch nachmittags  
Kaffee,  
dazu  
und essen Kuchen dazu.

NAHKH-mittahks  
vihr TRINGken ahber aukh NAHKH-  
-mittahks KAFFeh,  
dah-TSUH  
unt essen KUHkhen dah-tsu.

*black  
Do you drink the coffee black?*

*Meyer*  
schwarz  
Trinken Sie den Kaffee schwarz?

SHVARTS  
tringken zih dehn kaffeh SHVARTS?

*sugar  
cream  
Yes, or with sugar and cream.*

*Miss Fischer*  
Zucker (der)  
Sahne (die)  
Ja, oder mit Zucker und Sahne.

TSUCKer (dehr)  
ZAHne (dih)  
YAH, ohder mitt TSUCKer unt  
ZAHne.

*At the end of the meal:*

*please pay*  
*Waiter, the bill, please!*

*Meyer*  
bitte zahlen!  
Herr Ober, bitte zahlen!

bitte TSAHlen!  
herr OHber, bitte TSAHlen!

Before you go through the *Basic Sentences* a second time, read the following:

## 2. Hints on Spelling and Pronunciation

### 1. The alphabet.

A question that a foreigner often has to ask is: Wie schreibt man das? 'How is that spelled ('how writes one that')?', or: Wie schreiben Sie Ihren Namen? 'How do you spell ('write') your name?' In order to understand the answers you will get to such questions, you

will want to know the German names for the letters of the alphabet. Listen to your Guide (or the speaker on the phonograph records) as he says each letter twice, and repeat after him.

The names of the letters of the German alphabet are:

### Unit 9, Record Side 3, after 1st spiral (78 RPM)

Ä	a	[AH]	h	[HAH]
B	b	[BEH]	i	[IH]
C	c	[TSEH]	j	[YOTT]
D	d	[DEH]	k	[KAH]
E	e	[EH]	l	[ELL]
F	f	[EFF]	m	[EMM]
G	g	[GEH]	n	[ENN]

The following combinations are also used:

### Unit 9, Record Side 4, beginning. (78 RPM)

Ä	ä	[ÄH]	ö	[ÖH]
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### (33½ RPM) Record Side 9, after 1st spiral.

o	[OH]	v	[FAU]
p	[PEH]	w	[VEH]
q	[KUH]	x	[IKS]
r	[ERR]	y	[ÜPsihionn]
s	[ESS]	z	[TSETT]
t	[TEH]		
u	[UH]		

ü	ü	[ÜH]	ß	[ESS-TSETT]
				[9-A] 201

Saying the alphabet is also an excellent chance to check up on your pronunciation. Go through the letters again and pay special attention to the sounds, imitating as exactly as you can. Practice long [ah] in saying the letters a, h, f; long [eh] in b, c, d, e, g, p, t, w; long [ih] in i; long [oh] in o; long [uh] in q, u; long [ö] in ö; and long [ü] in ü. Practice short [e] in f, l, m, n, r, s, z, ß; short [i] in x; short [o] in j, y; and short [ü] in y. Check up on your German [l] by seeing if you can say the name of the letter l the way your Guide does; check up on the kind of [r] the Germans say after a short vowel by saying the name of the letter r.

The letters ä, ö, ü, and ß don't have any special place of their own in alphabetical lists; ä is listed as if it were a, ö as if it were o, ü as if it were u, and ß as if it were ff. The letters ä, ö, ü are less commonly called a-Umm-laut, o-Umm-laut, u-Umm-laut [AH UMM-laut, OH UMM-laut, UH UMM-laut]. They used to be written æ, œ, ue, and this spelling still survives in a

few names: Goebbels [GÖBBelss]. They are also written this way in telegrams (the International Morse Code has no signals for ä, ö, ü) and in foreign publications that do not have the special types. That is why our newspapers, quite correctly, print *der Fuehrer* for der Führer [FÜHrer] 'leader', *Goering* for Göring [GÖH-ring], etc. Similarly, if the special type is missing, ß may be printed ss: *die Wilhelmstrasse* for die Wilhelmstraße [VILL-helm-shtrahsse].

You will notice that the name of the letter ä is [ÄH]; this sounds like our *e* in *bed* if you drawl the word: [BÄHD]. (The German [e] in *das Bett* [BETT] 'bed' has the same quality, but is much shorter.) Remember, however, that in a word this ä is pronounced like long or short *e*. Hence you will spell the word *der Käse* 'cheese' [KAH, ÄH, ESS, EH], but you will still pronounce it [KEHze]; or you will spell *das Geschäft* [GEH, EH, ESS, TSEH, HAH, ÄH, EFF, TEH], but you will still pronounce it [ge-SHEFT].

## 2. The sound [s].

### *Between short vowels*

passen 'fit'  
müssen 'must'  
essen 'eat'

[PASSen]  
[MÜSSen]  
[ESSen]

es paßt 'it fits'  
er muß 'he must'  
das Esszimmer 'dining room'  
[ess PASST]  
[ehr MUSS]  
[dass ESS-tsimmer]

### *Spelling in all other positions*

groß 'big'  
ich heiße 'my name is'  
die Straße 'street'  
[GROHSS]  
[ich HAIsse]  
[dih SHTRAHsse]



You will remember that the sound [z] is written in the conventional spelling with the letter *z*. For the sound [s] there are two spellings, *ss* and *ß*. Between short vowels double *ss* is used (according to the principle that a short vowel is followed by two consonant letters); after long vowels and vowel combinations *ß* is used (according to the principle that a long vowel is followed by only one consonant letter). This *ß* is

also written (1) before *t*: *paßt*; (2) at the end of a word: *muß*; and (3) at the end of part of a word: *das Eßzimmer*. (If you should ever have occasion to write any German, it is perfectly all right for you to write double *ss* for both the printed *ss* and the printed *ß*. Many Germans do this. Some use a special way of writing the *ß* which your Guide can probably show you, if you are interested.)

### 3. Capital Letters.

Wir essen abends nur etwas Kaltes — Brot mit Käse und Wurst, und etwas Obst zum Nachtisch.

Setzen Sie sich hin!

Wie geht es Ihnen und Ihrem Bruder?

*In the evening we just eat something cold—bread with cheese and sausage, and some fruit for dessert.*

*Sit down!*

*How are you and your brother?*

As in English, the first word in a sentence is capitalized. In addition, all nouns are capitalized; all adjectives are capitalized when they are used after *etwas*; and the various forms of the words *Sie* 'you' and *Ihr* 'your' are capitalized (this distinguishes them,

in spelling only, from the various forms of the words *sie* 'they' and *ihr* 'their'). Oddly enough, the word *sich*, even when it means 'yourself', is never capitalized. (Notice that the word *ich* 'I' is NEVER capitalized, except, of course, at the beginning of a sentence.)

### 4. Writing words together.

Wo ist die Straßenbahnhaltestelle?

Die Schreibtischlampe ist unten im Wohnzimmer.

*Where is the street car stop?*

*The desk lamp is downstairs in the living room.*

Compound words (words made up of one or more other words) are always written together, with neither a space nor a hyphen between the various parts.

Er sieht sich das Esszimmer an.

Er will sich das Esszimmer ansehen.

Er geht hinunter, um sich das Esszimmer anzusehen.

*He takes a look at the dining room.*

*He wants to take a look at the dining room.*

*He goes downstairs to take a look at the dining room.*

When an accented adverb comes in front of the verb it goes with, the two are always written together.

If *zu* comes between them, all three words are written together.

## SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

### 1. Word Study (Individual Study)

#### A. ADJECTIVES

In the last unit we took up the endings that adjectives have when there is a limiting-word in front of them. If an adjective is simply followed by a noun

(stated or understood), and has no limiting word in front of it, it takes the same endings as the word *die*—‘this’:

#### Forms

- 1 Hier ist eine Tasse heißer Kaffee für Sie.
- 2 Ich habe großen Hunger.
- 3 Brot und Wurst mit heißem Tee.

#### der-words

- Here's a cup [of] hot coffee for you.*  
*I'm very hungry ('have great hunger').*  
*Bread and sausage with hot tea.*

- 1 Guten Tag, gnädiges Fräulein.
- 2 Möchten Sie helles oder dunkles Bier?
- 3 Man macht Tee mit heißem Wasser.

#### das-words

- How do you do, Miss ———.*  
*Would you like light or dark beer?*  
*You make tea with hot water.*

- 1 Guten Tag, gnädige Frau.
- 2 Bringen Sie mir einen Teller heiße Suppe!
- 3 Brot mit Käse und kalter Wurst.

#### die-words

- How do you do, Mrs. ———.*  
*Bring me a plate [of] hot soup.*  
*Bread with cheese and cold sausage.*

### Plurals

- |   |  |   |
|---|--|---|
| 1 | Wir lernen beide Deutsch.                | <i>We're both learning German.</i>            |
| 2 | Ich muß mir zwei weiße Hemden kaufen.    | <i>I've got to buy (me) two white shirts.</i> |
| 3 | Fleisch mit Gemüse und neuen Kartoffeln. | <i>Meat with vegetables and new potatoes.</i> |

### Summary of adjective endings

Before	der-words	daß-words	die-words	plurals
1	-er	-es	-e	-e
2	-en	-es	-e	-e
3	-em	-em	-er	-en
4	( )	( )	( )	( )

If we omit form 4, these endings are identical with the endings of the *die*-words (*die*- 'this', *welch*- 'which', and the new word *jed*- 'each, every').

(Examples of an adjective in form 4 without any preceding limiting-word are very rare. You will do best simply to memorize the few examples you may eventually hear, rather than to try to remember what the endings are. Before *die*-words and plurals the ending is *-er*, as you expect. An example would be, with the word *die Klasse* 'class': *eine Fahrkarte erster Klasse*

- 1 Hier ist eine Tasse heißer Kaffee.
- 2 Bringen Sie mir eine Tasse heißen Kaffee.
- 3 Brot und Käse mit einer Tasse heißem Kaffee.

[*eine FAHR-karte EHRster KLASSE*] 'a travel-card of first class', i.e. 'a first-class ticket'. Before *der*- and *daß*-words the ending is not *-es*, as you would expect, but *-en*. An example would be, with the word *der Rang* [RANG] 'rank, class': *ein Hotel ersten Ranges* 'a hotel of first rank', i.e. 'a first-class hotel'.)

Notice particularly that form 4 is NOT used in such expressions as *a cup of hot coffee*. Here the German says literally *a cup hot coffee*, with all four words in the same form:

- Here's a cup [of] hot coffee.*  
*Bring me a cup [of] hot coffee.*  
*Bread and cheese with a cup [of] hot coffee.*

## B. THE WORD Deutsch- 'GERMAN (PERSON)'

### Forms

#### Man or boy: der-forms

- |   |  |  |
|---|--|--|
| 1 | Wer ist der Deutsche dort?<br>Er ist Deutscher.<br>Der ist kein Deutscher. | <i>Who's the German (man) there?<br/>He's [a] German (man).<br/>That fellow's no German (man).</i> |
| 2 | Kennen Sie den Deutschen dort?   | <i>Do you know that German (man) there?</i>  |
| 3 | Sie geht mit einem Deutschen ins Kino.                                     | <i>She goes to the movies with a German (man).</i>   |

#### Woman or girl: die-forms

- |   |  |   |
|---|--|---|
| 1 | Wer ist die Deutsche dort?<br>Sie ist Deutsche.<br>Die ist keine Deutsche. | <i>Who's the German (woman) there?<br/>She's [a] German (woman).<br/>That girl's no German (woman).</i> |
| 2 | Kennen Sie die Deutsche dort?  | <i>Do you know that German (woman) there?</i>   |
| 3 | Er geht mit einer Deutschen ins Kino.                                      | <i>He goes to the movies with a German (girl).</i>  |

#### Plural: plural forms

- |   |   |  |
|---|---|--|
| 1 | Wer sind die Deutschen dort?<br>Sie sind Deutsche.<br>Die sind keine Deutschen. | <i>Who are those Germans there?<br/>They are Germans.<br/>Those people are no Germans.</i> |
| 2 | Kennen Sie die Deutschen dort?  | <i>Do you know those Germans there?</i>  |
| 3 | Wir gehen mit den Deutschen ins Kino.   | <i>We're going to the movies with those Germans.</i>                                       |

The word Deutsch- 'German (person)' takes adjective endings. When it refers to a man or boy, it has the endings that are used before der-words. Hence form 1 is der Deutsche 'the German-one (male)', just like der

braune 'the brown one' (talking about, say, der Anzug); or kein Deutscher 'no German-one (male)', just like ein brauner 'a brown one'. Similarly in form 2 den Deutschen 'the German-one (male)', just like den braunen

'the brown one', etc. When it refers to a woman or girl, it has the endings that are used before *die*-words: *die Deutsche* 'the German-one (female)', *keine Deutsche* 'no German-one (female)', just like *die braune* 'the brown one', *eine braune* 'a brown one' (talking about, say, *die Jacke*). The plural has the regular plural adjective endings: *Deutsche* 'German-ones', just like *braune*

'brown ones'; *die Deutschen* 'the German-ones', just like *die braunen* 'the brown ones'. Notice, however, that it takes endings where an adjective never does: *Der Mann ist Deutscher* 'that man's [a] German' (contrast *Der Anzug ist braun* 'the suit is brown'); *Die Frau ist Deutsche* 'that woman's [a] German' (contrast *Die Jacke ist braun* 'the coat is brown').

### C. TIMES OF DAY, MEALS

<i>der Morgen,</i>	<i>morgens</i>	<i>the morning,</i>	<i>in the morning</i>
<i>der Mittag,</i>	<i>mittags</i>	<i>the noon,</i>	<i>at noon</i>
<i>der Nachmittag,</i>	<i>nachmittags</i>	<i>the afternoon,</i>	<i>in the afternoon</i>
<i>der Abend,</i>	<i>abends</i>	<i>the evening,</i>	<i>in the evening</i>

The Germans have names for the following four meals:

<i>das Frühstück</i>	<i>breakfast (usually just rolls and coffee)</i>
<i>das Mittagessen</i>	<i>noon dinner (heavy meal of day, always something hot)</i>
<i>das Abendbrot</i>	<i>supper (light evening meal, usually just something cold)</i>
<i>das Abendessen</i>	<i>evening dinner (heavier evening meal)</i>
<i>Er ißt Frühstück.</i>	<i>He's eating breakfast.</i>
<i>Er ißt zu Mittag.</i>	<i>He's eating noon dinner ('at noon').</i>
<i>Er ißt Abendbrot.</i>	<i>He's eating supper.</i>
<i>Er ißt zu Abend.</i>	<i>He's eating his evening meal (light or heavy).</i>

The words *Mittagessen* and *Abendessen* are never used after forms of the verb *essen*. Instead, you say *zu Mittag* 'at noon', *zu Abend* 'at evening'.

## D MAKING NEW WORDS

der Braten, - [BRAHten] 'roast'  
das Kalb, -er [KALP, KELber] 'calf'  
das Schwein, -e [SHVAIN] 'pig'  
die Karte, -n [KARte] 'card'  
früh [FRÜH] 'early'

braten (er brät) [BRAHten, BREHT] 'roast, fry'  
speisen [SHPAIzen] 'dine'  
nach [NAHKH] (plus form 3) 'after' (also means  
'towards')

With this much help, can you figure out how the following words are put together?

der Kalbsbraten, - [KALPS-brahten] 'roast veal'  
das Kalbfleisch [KALP-flaish] 'veal'  
der Schweinebraten, - [SHVAIne-brahten] 'roast pork'  
das Schweinefleisch [SHVAIne-flaish] 'pork'  
Bratkartoffeln [BRAHT-kartoffeln] 'fried potatoes'  
Salzkartoffeln [ZALTS-kartoffeln] 'boiled potatoes'  
die Speisekarte, -n [SHPAIze-karte] 'menu'  
die Weinkarte, -n [VAIN-karte] 'wine list'  
der Vormittag, -e [FOHR-mittahk] 'forenoon'  
der Nachmittag, -e [NAHKH-mittahk] 'afternoon'

der Nachtisch, -e [NAHKH-tish] 'dessert'  
das Frühstück, -e [FRÜH-shtück] 'breakfast'  
das Mittagessen, - [MITTahk-essen] 'noon dinner'  
das Abendessen, - [AHbent-essen] 'evening dinner'  
das Abendbrot, -e [AHbent-broht] 'supper'  
das Butterbrot, -e [BUTTer-broht] 'sandwich' (slice of  
bread with butter and perhaps sausage or cheese  
on it)  
die Fleischsuppe, -n [FLAISH-zuppe] 'meat soup'  
die Gemüsesuppe, -n [ge-MÜHze-zuppe] 'vegetable soup'

## 2. Covering English and German of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the German, and making sure you know everything thoroughly.

## 3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

## SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

### 1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

### 2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the German. Check up on anything you do not know, until you are sure of everything.

### 3. What Would You Say?

Read aloud the following and pick out the expression you think most suitable:

#### 1. *You ask where you can get a good dinner (in the evening):*

- a. Wie schmeckt Ihnen das Abendessen?
- b. Was gibt es heute zum Abendessen?
- c. Wo kann man gut zu Abend essen?

vih SHMECKT ihnen dass AHbent-essen?  
vass GIPT ess hoite tsumm AHbent-essen?  
voh kann mann guht tsuh AHbent essen?

#### 2. *You go into the recommended restaurant and ask the waitress for the menu:*

- a. Fräulein, die Speisefarte, bitte!
- b. Herr Ober, die Weinkarte, bitte!
- c. Fräulein, bitte zahlen!

FROI-lain, dih SHPAIze-karte, bitte.  
herr OHber, dih VAIN-karte, bitte.  
FROI-lain, bitte TSAHlen.

#### 3. *You ask for roast pork, boiled potatoes, and vegetables:*

- a. Ich möchte gern Schweinebraten, Salzkartoffeln und Gemüse.
- b. Bringen Sie mir bitte Kalbfleisch mit Bratkartoffeln und Obst.
- c. Schweinebraten, Bratkartoffeln und ein Pössel, bitte.

ich möchte gern SHVAIne-brahten, ZALTS-kartoffeln,  
unt ge-MÜHze.  
bringen zih mihr bitte KALP-flaish mit BRAHT-  
-kartoffeln unt OHPST.  
SHVAIne-brahten, BRAHT-kartoffeln, unt ain  
HELLES, bitte.



**4. *The waitress asks what you want to drink:***

- a. Was trinken Sie lieber, Bier oder Wein?
- b. Was darf ich Ihnen zu trinken bringen?
- c. Ich kann die Weinkarte leider nicht finden.

vass tringken zih LIHber, BIHR ohder VAIN?  
vass darf ich ihnen tsuh TRINGken bringen?  
ich kann dih VAIN-karte LAIder nicht FINDen.

**5. *You order a glass of light beer:***

- a. Bringen Sie mir bitte ein Dunkles!
- b. Wünschen Sie helles oder dunkles Bier?
- c. Ein Helles, bitte!

BRINGen zih mihr bitte ain DUNGkles.  
vünshen zih HELLES ohder DUNGkles bihr?  
AIN HELLES, bitte.

**6. *At the end of the meal you say to the waitress:***

- a. Die Speisefarte, bitte!
- b. Fräulein, bitte zahlen!
- c. Schmeckt Ihnen das Essen?

dih SHPAIze-karte, bitte.  
FROI-lain, bitte TSAHlen.  
SHMECKT ihnen dass ESSen?

Now see if you can complete each of the following sentences correctly in several different ways. The trick is, of course, to get the right endings on the adjectives.

**7. Hier ist eine Tasse, heiß, (a) Tee (b) Kaffee, für Sie.**

HIHR ist aine tasse, HAISS, (a) TEH (b) KAFFeh,  
führ zih.

**8. Bringen Sie mir bitte eine Tasse, heiß, (a) Tee (b) Kaffee!**

BRINGen zih mihr bitte aine tasse, HAISS, (a) TEH  
(b) KAFFeh.

**9. Ich möchte gern ein Glas, kalt, (a) Milch (b) Wasser (c) Wein (d) Bier.**

ich MÖCHte gern ain glahs, KALT, (a) MILCH  
(b) VASSer (c) VAIN (d) BIHR.

**10. Bitte schön, hier ist ein Glas, kalt, (a) Milch (b) Wasser (c) Wein (d) Bier.**

BITTe shöhn, hihr ist ain glahs, KALT, (a) MILCH  
(b) VASSer (c) VAIN (d) BIHR.

**210 [9-C]**



11. Ich muß mir zwei, neu, (a) Hemden (b) Anzüge  
(c) Jacken (d) Hüte, kaufen.

12. Blaue Socken passen sehr gut zu, grau, (a) Hemden  
(b) Anzüge (c) Hüte.

13. Man bekommt dort sehr, gut, (a) Kalbsbraten (b) Suppe  
(c) Gemüse (d) Kartoffeln (e) Bier (f) Kaffee.

14. Gut, (a) Kalbfleisch (b) Butter (c) Wein (d) Kaffee, ist teuer.

ich muss mihr TSVAI, NOI, (a) HEMden (b) ANN-  
-tsühge (c) YACKen (d) HÜHte, kaufen.

BLAUe ZOCKen passen zehr GUHT tsuh, GRAU,  
(a) HEMden (b) ANN-tsühge (c) HÜHte.

mann be-kommt dort ZEHR, GUHT, (a) KALPS-  
-brahten (b) ZUPPe (c) ge-MÜHze (d) karTOFFeln  
(e) BIHR (f) KAFFeh.

GUHT, (a) KALP-flaish (b) BUTTer (c) VAIN (d)  
KAFFeh, ist TOier.

## SECTION D—LISTENING IN

### 1. What Did you Say?

Give your answers in German for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

### 2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct German for each English expression, without having to read it

from the book. The Leader or one of the members of the group should read the English.

### 3. Listening In

With your book closed, listen to the following conversations as read by your Guide or phonograph record. Repeat the German immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

[9-D] 211

1. *Table conversation.*

**Unit 9, Record Side 4, after 1st spiral. (78 RPM)**

A: Ich habe einen furchtbaren Hunger.

Was gibt es heute zum Mittagessen?

B: Kalbsbraten mit Gemüse.

A: Was! Gibt es denn keine Suppe?

B: Doch. Hier ist die Suppe.

A: Mmm, sie schmeckt ausgezeichnet.

B: Hier ist der Kalbsbraten.

A: Ach, der sieht aber sehr gut aus!

Zum Donnerwetter!

Meine Gabel ist schmutzig.

Geben Sie mir schnell eine saubere!

B: Ach Verzeihung! Hier, bitte sehr.

A: Danke schön.

Darf ich bitte das Salz haben?

B: Bitte sehr.

A: So, jetzt schmeckt der Kalbsbraten besser.

Was gibt es zum Nachtisch?

**212** [9-D]

**(33½ RPM) Record Side 9, after 2nd spiral.**

ich habbe ainen FURCHT-bahren HUNGER

vass gipt ess hoite tsumm MITTahk-essen?

KALPS-brahten mitt ge-MÜHze.

VASS! gipt ess denn kaine ZUPPe?

DOKH. HIHR ist dih ZUPPe.

MMM, zih shmeckt AUS-ge-TSAICHnet.

HIHR ist dehr KALPS-brahten.

AKH, dehr ziht ahber ZEHR GUHT aus!

tsumm DONNer-vetter!

maine GAHbel ist SHMUTsich.

gehben zih mihr SHNELL aine zaubere!

akh fer-TSAIung! hihr BITTe zehr.

DANGke shöhn.

darf ich bitte dass ZALTS habben?

BITTe zehr.

ZOH, YETST shmeckt dehr KALPS-brahter  
BESSer.

vass gipt ess tsumm NAKKH-tish?

B: Kuchen.

A: Gibt es auch Paffee dazu?

B: Aber natürlich.

Trinken Sie ihn mit oder ohne Sahne?

A: Mit Sahne und Zucker, bitte.

*2. Two friends are discussing the places where they eat.*

**Unit 9, Record Side 4, after 2nd spiral. (78 RPM)**

A: Wo essen Sie zu Mittag?

Im Palast Hotel?

B: Ach nein, das ist mir viel zu teuer.

Ich esse meistens in einem kleinen Restaurant in der Königstraße.

Sie kennen es wahrscheinlich nicht.

A: Ist es das kleine Restaurant neben dem Bahnhof?

B: Ja.

A: Wie ist das Essen dort?

B: Es ist wirklich sehr gut.

Man kann dort ausgezeichneten Kalbsbraten bekommen.

KUHkhen.

gipt ess aukh KAFFeh dah-tsu?

ahber nahTÜHR-lich.

tringken zih ihn MITT ohder OHNE zahne?

mitt ZAHne unt TSUCKer, bitte.

voh ESSen zih tsuh MITTahk?

imm paLAST-hohtell?

akh NAIN, dass ist mihr FIHL tsuh TOIer.

ich esse MAIstenss inn ainem KLAINen  
restohRANG inn dehr KÖHnich-shtrahsse.

zih KENNen ess vahr-shain-lich nicht.

ist ess dass KLAIne restohRANG neben  
dehm BAHN-hohf?

YAH.

vih ist dass ESSen dort?

ess ist VIRK-lich zehr GUHT.

mann kann dort AUS-ge-tsaichneten KALPS-  
-brahten be-kommen.

[9-D] 213

A: Wie ist der Kaffee?

Ich trinke nur guten Kaffee.

B: Das weiß ich nicht,

ich trinke immer Bier.

A: Ich esse in einem Restaurant neben der Universität.

Das Essen ist gut, aber der Kaffee ist furchtbar.

B: Wo essen Sie abends?

A: Meistens in der Pension.

Ich könnte natürlich auch abends in der Stadt essen,

aber die Pension ist viel besser.

B: Sie essen Frühstück wahrscheinlich auch in der Pension, nicht wahr?

A: Ja, immer.

**3. You're complaining to a waiter.**

**Unit 9, Record Side 4, after 3rd spiral. (78 RPM)**

Sie: Herr Ober, ich kann nicht an diesem Tisch sitzen.

Der Stuhl ist kaputt.

**214** [9-D]

vih ist dehr KAFFeh?

ich tringke NUHR GUHTen kaffeh.

dass VAISS ich nicht,

ich tringke IMMer BIHR.

ich esse inn ainem restohRANG neben  
dehr uhnihverzihTEHT.

dass ESSen ist GUHT, ahber dehr KAFFeh  
ist FURCHT-bahr.

voh essen zih AHbents?

maistenss inn dehr pa<sup>ng</sup>ZYOHN.

ich könnte nahtühr-lich aukh AHbents inn dehr  
SHTATT essen,

ahber dih pa<sup>ng</sup>ZYOHN ist FIHL BESSer.

zih essen FRÜH-shtück vahr-shain-lich  
AUKH inn dehr pa<sup>ng</sup>zyohn, nicht VAHR?

YAH, IMMer.

herr OHber, ich kann nicht ann dihzem  
TISH zitsen.

dehr SHTUHL ist kaPUTT.

Er: Möchten Sie lieber hier an diesem Tisch sitzen?

möchten zih lünber hihr ann DIHzem tish  
zitsen?

Sie: Herr Ober, womit soll ich diese Suppe essen?

herr OHber, VOH-mitt zoll\_ich dihze ZUPPe  
essen?

Mit einer Gabel?

mitt ainer GAHbel?

Er: Ach Verzeihung.

akh fer-TSAIung.

Ich bringe Ihnen einen Löffel.

ich bringe ihnen ainen LÖFFel.

Sie: Jetzt ist die Suppe kalt.

yetst ist dih zuppe KALT.

Und das Bier ist warm.

unt dass BIHR ist VARM.

Ich möchte gerne warme Suppe und kaltes Bier,

ich möchte gerne VARme ZUPPe unt KALtes  
BIHR,

nicht kalte Suppe und warmes Bier.

NICHT KALte zuppe unt VARmes bihr.

Er: Verzeihung, ich bringe Ihnen einen Teller warme Suppe und ein  
anderes Glas Bier.

fer-TSAIung, ich BRINGe ihnen ainen  
TELLer VARme ZUPPe unt ain ANderes  
GLAHS BIHR.

## SECTION E—CONVERSATION

### 1. Covering the German in Basic Sentences (Individual Study)

Cover the German of the *Basic Sentences* and practice saying the German equivalents of the English expressions.

### 2. Vocabulary Check-Up

Give the German expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

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### 3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. Go into a restaurant and order a complete meal for two. (The other group member takes the part of the waiter.)
2. Complain to a waiter: the tablecloth (die Tischdecke) is dirty; the chair is broken; you haven't any salt and pepper; your fork is dirty and you haven't any spoon; the coffee tastes like (wie) ink; the meal costs too much; this is an awful restaurant and you'll never come again.
3. Tell someone what the Germans eat at their various meals.
4. Discuss your likes and dislikes as regards food: Do you like to eat meat? What sort of meat? What do you like to drink best? What do you like to eat best for dessert? etc.
5. You and a friend are eating at a restaurant, and are talking about where you eat what meals, and why (meat good here, beer good there, etc.). Interrupt the conversation to ask for the salt, the sugar, etc., or to order something from the waiter.
6. Ask someone what his name is. You don't understand, and so you ask him how he spells it.

### SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

### FINDER LIST

der Abend, -e [AHbent] 'evening'; ich esse zu Abend 'I eat (evening) dinner'; abends 'in the evening'

das Abendbrot, -e [AHbent-broht] 'supper'

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das Abendessen, - [AHbent-essen] '(evening) dinner'

bestellen [be-SHTELLen] 'order'

das Brötchen, - [BRÖHT-chen] 'roll'

die Butter [BUTTer] 'butter'  
 die Dame,-n [DAHme] 'lady'  
 Deutſch- [DOITSH-] 'German person'  
 dunkel [DUNGkel] 'dark'; ein Dunkelſ! 'one dark  
 beer!'  
 das Eſſen,- [ESSen] 'meal, food'  
 die Gabel,-n [GAHbel] 'fork'  
 das Gemüse,- [ge-MÜHze] 'vegetable(s)'  
 heiß [HAISS] 'hot'  
 hell [HELL] 'light'; ein Helles! 'one light beer!'  
 Herrſchaften [HERR-shaften] 'lady and gentleman,  
 ladies and gentlemen'  
 der Hunger [HUNGer] 'hunger'; ich habe Hunger 'I'm  
 hungry'  
 immer [IMMer] 'always'  
 jeð- [YEHD-] 'each, every' (takes dieſer-endings,  
 but not used in plural)  
 der Kalbsbraten,- [KALPS-brahten] 'roast veal'  
 kalt [KALT] 'cold'  
 der Käſe,- [KEHze] 'cheese'  
 der Kuchen,- [KUHkhen] 'cake'

der Löffel,- [LÖFFel] 'spoon'  
 meiſt- [MAIST-]: der (daß, die, etc.) meiſt- 'most';  
 meiſtenß 'mostly, usually'  
 daß Meſſer,- [MESSer] 'knife'  
 der Mittag,-e [MITTahk] 'noon'; ich eſſe zu Mittag 'I eat  
 (noon) dinner'; mittagß 'at noon'  
 daß Mittagessen,- [MITTahk-essen] '(noon) dinner'  
 der Morgen,- [MORgen] 'morning'; morgenß 'in the  
 morning'  
 der Nachmittag,-e [NAHKH-mittahk] 'afternoon';  
 nachmittagß 'in the afternoon'  
 der Nachtiſch,-e [NAHKH-tiſh] 'dessert'  
 nie [NIH] 'never'  
 der Ober,- [OHber] 'waiter'; Herr Ober! 'waiter!'  
 daß Obſt [OHPST] 'fruit'  
 der Pfeffer,- [PFEFFer] 'pepper'  
 die Sahne [ZAHne] 'cream'  
 daß Salz,-e [ZALTS] 'salt'  
 ſchmecken [SHMECKen] 'taste'; eß ſchmedt (mir) 'it  
 tastes good (to me)'  
 ſchwarz [SHVARTS] 'black'

die Serviette, -n [zerVYETTe] 'napkin'

die Speisekarte, -n [SHPAIze-karte] 'menu'

die Suppe, -n [ZUPPe] 'soup'

die Tasse, -n [TASSe] 'cup'

der Tee, -s [TEH] 'tea'

der Teller, - [TELLer] 'plate'

warm [VARM] 'warm'

wünschen [VÜNshen] 'wish'

die Wurst, -e [VURST, VÜRste] 'sausage'

zahlen [TSAHlen]: bitte zahlen! 'the bill, please!'

der Zucker [TSUCKer] 'sugar'



# UNIT 10

## LET'S TALK ABOUT THE WEATHER

### SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, as you have done before. Then go through the section *Check Your Pronunciation*. Go once through the *Basic Sentences*

individually trying to follow the *Conventional Spelling* as much as possible. The last time through individually, you should be able to follow the *Conventional Spelling* without any trouble.

#### 1. Basic Sentences

—ENGLISH EQUIVALENTS— —CONVENTIONAL SPELLING— —AIDS TO LISTENING—

**Unit 10, Record Side 1, beginning. (78 RPM)**

**(33½ RPM) Record Side 10, beginning.**

*Meyer*

*weather*  
*How do you like ('how find you')*  
*the weather today?*

Wetter (daß)  
Wie finden Sie das Wetter heute?

VETTer (dass)  
vih finden zih dass VETTer hoite?

*Miss Fischer*

*wonderful (with ending -es)*  
*Oh, the weather's wonderful today*  
*('today is wonderful weather'),*  
*don't you think so ('find you*  
*not')?*

munderbar(es)  
Ach, heute ist munderbares Wetter, finden  
Sie nicht?

VUNder-bahres  
AKH, hoite ist VUNder-bahres  
VETTer, finden zih NICHT?

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*Summer*  
*season*  
*Sure, in Germany the summer's*  
*the nicest season [there is].*

*Meyer*  
Sommer (der)  
Jahreszeit (die)  
Doch, in Deutschland ist der Sommer die  
schönste Jahreszeit.

ZOMMer (dehr)  
YAHres-tsait (dih)  
DOKH, inn DOITSH-lant ist dehr  
ZOMMer dih SHÖHNste YAHres-  
-tsait.

*How's the weather in New York?*  
*warmer*  
*dryer*  
*In the summer it's warmer and*  
*dryer than here, isn't it?*

*Miss Fischer*  
Wie ist das Wetter in New York?  
wärmer  
trockener  
Im Sommer ist es wärmer und trocke-  
ner als hier, nicht wahr?

vih ist das vetter in *New YORK?*  
VERmer  
TROCKener  
imm ZOMMer ist ess VERmer unt  
TROCKener alss HIHR, nicht  
VAHR?

*Yes.*

*Meyer*  
*Ja.*

YAH.

*when*  
*the hottest*  
*Well, when is it the hottest?*

*Miss Fischer*  
wann  
am heißesten  
Wann ist es denn am heißesten?

VANN  
amm HAIssesten  
vann ist ess denn amm HAIssesten?

*August*  
*whole*  
*(of-the) year*  
*(The) August is probably the hot-*  
*test month of the whole year.*

*Meyer*  
August (der)  
ganz  
Jahres (das Jahr)  
Der August ist wahrscheinlich der heißeste  
Monat des ganzen Jahres.

auGUST (dehr)  
GANTS  
YAHres (dass Yahr)  
dehr auGUST ist vahr-shain-lich dehr  
HAIsseste MOHnatt dess GANTsen  
YAHres.

*rain*  
*Do you have much rain in (the)*  
*August?*

*as-a-matter-of-fact*  
*little*  
*No, as a matter of fact we have*  
*very little.*

*thunderstorm*  
*But we have more thunderstorms*  
*than you [do] here.*

**Unit 10, Record Side 2, beginning. (78 RPM)**

*(you) like gladly*  
*Do you like thunderstorms?*

*terrible*  
*No, I think they're ('I find them')*  
*terrible.*

*(I) like*  
*Oh, I like them a lot ('very*  
*gladly').*

*when*  
*(it) lightnings*  
*(it) thunders*  
*It's beautiful when it rains,*  
*thunders, and lightnings.*

*Miss Fischer*  
Regen (der)  
Haben Sie viel Regen im August?

*Meyer*  
an sich  
wenig  
Nein, wir haben an sich sehr wenig.

Gewitter (das)  
Aber wir haben mehr Gewitter als Sie  
hier.

mögen gern  
Mögen Sie gern Gewitter?

*Miss Fischer*  
schrecklich  
Nein, ich finde sie schrecklich.

*Meyer*  
mag  
Ach, ich mag sie sehr gern.

wenn  
blitz  
donnert  
Es ist schön, wenn es regnet, blitzt und  
donnert.

REHgen (dehr)  
hahben zih fihl REHgen imm august?

ann ZICH  
VEHnich  
NAIN, vihr hahben ann zich zehr  
VEHnich.

ge-VITTer (dass)  
ahber vihr hahben mehr ge-VITTer  
alss zih hihr.

MÖHgen GERN  
möhgen zih gern ge-VITTer?

SHRECK-lich  
NAIN, ich finde zih SHRECK-lich.

MAHK  
akh, ICH mahk zih zehr GERN.

VENN  
BLITST  
DONNert  
ess ist SHÖHN venn ess REHgnet,  
BLITST, unt DONNert.

*with ('by') you  
spring  
What's the nicest season in your  
country, (the) spring?*

*short (with ending -en)  
No, we have only a very short  
spring.*

*fall  
(the) nicest  
The fall is probably the nicest.*

*wonderfully-beautiful } (with end-  
long } ing -e)  
nights  
Then we have wonderful long  
nights.*

*magnificent  
It's really something!*

*winter  
I like the winter (the) best.*

*Do you ('yes')?  
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*Miss Fischer*

bei Ihnen  
Frühling (der)  
Was ist bei Ihnen die schönste Jahres-  
zeit, der Frühling?

*Meyer*

kurz(en)  
Nein, wir haben nur einen sehr kurzen  
Frühling.

Herbst (der)  
am schönsten  
Der Herbst ist wahrscheinlich am schön-  
sten.

munderschön(e)  
lang(e)  
Nächte (die Nacht)  
Wir haben dann wunderschöne lange  
Nächte.

herrlich  
Ach, es ist herrlich!

*Miss Fischer*

Winter (der)  
Ich mag den Winter am liebsten.

*Meyer*

Ja?

bai IHnen  
FRÜH-ling (dehr)  
vass ist bai IHnen dih schönste  
yahres-tsait, dehr FRÜH-ling?

KURtsen  
NAIN, vihr hahben nuhr ainen zehr  
KURtsen früh-ling.

HERPST (dehr)  
amm SHÖHNsten  
dehr HERPST ist vahr-shain-lich  
amm SHÖHNsten.

VUNder-shöhne  
LANGe  
NECHte (dih NAKHT)  
vihr hahben dann VUNder-shöhne  
lange NECHte.

HERR-lich  
akh, ess ist HERR-lich!

VINter (dehr)  
ich mahk dehn VINter ammh lihpsen.

YAH?

(it) *snows*  
*often*  
*North-Germany*  
*Well does it snow very often here*  
*in northern Germany?*

*schneit*  
*oft*  
*Norddeutschland*  
*Schneit es denn sehr oft hier in Nord-*  
*deutschland?*

SHNAIT  
 OFT  
 NORT-doitsh-lant  
 SHNAIT ess denn zehr oft hihr inn  
 NORT-doitsh-lant?

**Unit 10, Record Side 3, beginning. (78 RPM)**

*Miss Fischer*

*seldom*  
*No, very seldom.*

*selten*  
*Nein, sehr selten.*

ZELten  
 NAIN, zehr ZELten.

*damp*  
*The weather's damp,*

*feucht*  
*Das Wetter ist feucht,*

FOICHT  
 dass vetter ist FOICHT,

*fog*  
*and we have a lot of ('much') fog.*

*Nebel (der)*  
*und wir haben viel Nebel.*

NEHbel (dehr)  
 unt vihr habben fihl NEHbel.

*(I) stay*  
*But I don't stay here.*

*bleibe*  
*Aber ich bleibe nicht hier.*

BLAIbe  
 ahber ICH blaibe nicht HIHR.

*South-Germany*  
*I go to south Germany.*

*Süddeutschland*  
*Ich fahre nach Süddeutschland.*

ZÜHT-doitsh-lant  
 ich fahre nahkh ZÜHT-doitsh-lant.

*last (with ending -en)*  
*I was there last winter,*

*legt(en)*  
*Ich war letzten Winter dort,*

LETsten  
 ich vahr LETsten VINTer dort,

*next (with ending -en)*  
*and I'm going there again next*  
*winter, too.*

*nächst(en)*  
*und ich fahre auch nächsten Winter wieder*  
*hin.*

NEHCHsten  
 unt ich fahre aukh NEHCHsten  
 vinter vihder HINN.

*run*  
*ski*  
*Do you ski ('run you ski')?*

*laufen*  
*Schi (der)*  
*Laufen Sie Schi?*

LAUFen  
 SHIH (dehr)  
 laufen zih SHIH?

<i>Only very little.</i>	<i>Nur sehr wenig.</i>	<i>Meyer</i>	<i>nuhr zehr VEHnich.</i>
<i>hardly</i>	<i>faum</i>		<i>KAUM</i>
<i>enough</i>	<i>genug</i>		<i>ge-NUHK</i>
<i>snow</i>	<i>Schnee (der)</i>		<i>SHNEH (dehr)</i>
<i>We have hardly enough snow for</i>	<i>Wir haben faum genug Schnee dazu.</i>		<i>vihr hahben KAUM ge-nuhk</i>
<i>it ('thereto').</i>			<i>SHNEH dah-tsu.</i>

*Months of the year (all der-words)*

### Unit 10, Record Side 3, after 1st spiral. (78 RPM)

<i>January</i>	<i>Januar</i>	<i>YANNuhahr</i>
<i>February</i>	<i>Februar</i>	<i>FEHbruhahr</i>
<i>March</i>	<i>März</i>	<i>MERTS</i>
<i>April</i>	<i>April</i>	<i>ahPRILL</i>
<i>May</i>	<i>Mai</i>	<i>MAI</i>
<i>June</i>	<i>Juni</i>	<i>YUHnih</i>
<i>July</i>	<i>Juli</i>	<i>YUHlih</i>
<i>August</i>	<i>August</i>	<i>auGUST</i>
<i>September</i>	<i>September</i>	<i>zepTEMber</i>
<i>October</i>	<i>Oktober</i>	<i>okTOHber</i>
<i>November</i>	<i>November</i>	<i>nohVEMber</i>
<i>December</i>	<i>Dezember</i>	<i>dehTSEMber</i>

Before you go through the *Basic Sentences* a second time, read the following:

### 2. Check Your Pronunciation

Turn back to the section on vowels in Learning Unit 1, and read over the directions for the first five short and the first five long vowels. Are you still sure of the pronunciation of these sounds? The short vowels

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are pretty easy; just be sure that you have been pronouncing short [o] like our *o* in *cost* (only shorter), and not like our *o* in *hot*. Of the long vowels, the hardest are [eh] and [oh]. Remember that our *a* in *gate* is like a German [eh] plus [ih]; be sure to leave the [ih] off when you say German geht [GEHT] 'goes'.

Similarly, our *o* in *shone* is like a German [oh] plus [uh]; be sure to leave the [uh] off when you say German [ʃon] [SHOHN] 'already'.

To practice these two vowels, listen to your Guide (or the speaker on the records) as he says the following words and sentences, and repeat right after him.

## PRACTICE 1

**Unit 10, Record Side 3, after 2nd spiral. (78 RPM)**

**(33½ RPM) Record Side 10, after 1st spiral.**

geht  
Wir haben sehr wenig Regen.

GEHT  
vihr hahben ZEHR VEHnich  
REHgen.

goes  
*We have very little rain.*

Nebel und Schnee.

NEHbel unt SHNEH.

*Fog and snow.*

schon  
Herr Ober, etwas Obst, bitte!

SHOHN  
herr OHber, ett-vass OHPST,  
bitte!

already  
*Waiter, some fruit, please!*

Practice these words until everyone can say them easily and correctly.

Now read over the description of the four unlauted vowels: [ö], [öh], [ü], and [üh]. Do you still remember how to make them?

For [ö]: round your lips as for [o], then try to say [e].

For [öh]: round your lips as for [oh], then try to say [eh].

For [ü]: round your lips as for [u], then try to say [i].

For [üh]: round your lips as for [uh], then try to say [ih].

Try saying these sounds in the words given as examples in Unit 1. Then listen to your Guide (or the speaker on the records) as he says the following sentences, and repeat right after him.

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## PRACTICE 2

### Unit 10, Record Side 3, after 3rd spiral. (78 RPM)

Ich möchte zwölf Löffel haben.	ich möchte TSVÖLF LÖFFel hahben.	<i>I'd like to have twelve spoons.</i>
Mögen Sie schöne Brötchen?	MÖHgen zih SHÖHne BRÖHT-chen?	<i>Do you like nice rolls?</i>
Sie müssen fünf Stücke haben.	zih müssen FÜNF SHTÜCKe hahben.	<i>You have to have five pieces.</i>
Natürlich, für mich Gemüse.	nahTÜHR-lich, führ MICH ge-MÜHze.	<i>Of course, vegetables for me.</i>

## SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

### 1. Word Study (Individual Study)

#### A. COMPARISON OF ADJECTIVES

In English, an adjective like *nice* can also have the forms *nicer* and *nicest*; that is, it can be COMPARED. The form *nice* is called the POSITIVE, *nicer* the

COMPARATIVE, and *nicest* the SUPERLATIVE. Now notice how German adjectives are compared:

*Without endings*

Der Herbst ist }  
Sie schreiben }  
am schön.  
schöner.  
schönsten.

The fall is }  
You write }  
nice(ly).  
nicer.  
the nicest.

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*With endings*

Der Juni ist $\left\{ \begin{array}{l} \text{ein schöner} \\ \text{ein schönerer} \\ \text{der schönste} \end{array} \right\}$ Monat.	(The) June is $\left\{ \begin{array}{l} \text{a nice} \\ \text{a nicer} \\ \text{the nicest} \end{array} \right\}$ month.
---	---

*Summary*

Positive	schön
Comparative	schöner
Superlative	schönst-

The comparative and superlative are not simply different forms of the positive; they are completely

Das ist ein wärmerer Mantel als dieser hier.  
 Berlin hat trockeneres Wetter als New York.  
 Ich wohne jetzt in einer besseren Pension.  
 Der Herbst ist die schönste Jahreszeit.  
 Er kauft sich den teuersten Anzug im ganzen Geschäft.

Es war am heißesten Tag des ganzen Jahres.

You will remember that adjectives have no endings when they are used alone, or when they are used as adverbs. This is true not only in the positive, but also in the comparative and superlative. The only

Der Herbst ist am schönsten.  
 Wann ist es denn am heißesten?  
 Ich mag den Winter am liebsten.

new words all by themselves, and can take the same endings as any other adjectives:

*That's a warmer overcoat than this one here.*  
*Berlin has dryer weather than New York.*  
*I'm living in a better boarding house now.*  
*The fall is the nicest season.*  
*He buys (himself) the most expensive suit in the whole store.*  
*It was on the hottest day of the whole year.*

peculiar thing is that the form without ending of the superlative has an am in front of it, and an -en behind. Hence we get things like the following:

*The fall is the nicest.*  
*Well when is it the hottest?*  
*I like the winter the best.*

Welches Bild gefällt Ihnen am besten?

König trinkt am meisten.

Mein Zimmer ist am kleinsten.

*Which picture do you like the best?*

*Koenig drinks the most.*

*My room is the smallest.*

You can form the comparative and superlative of most adjectives simply by adding -er and -st- to the positive. However, there are a few automatic changes:

heiß	heißer	heißest-	HAISS	HAISser	HAISsest-	<i>hot, etc.</i>
feucht	feuchter	feuchtest-	FOICHT	FOICHter	FOICHtest-	<i>damp, etc.</i>
neu	neuer	neu(e)st-	NOI	NOIer	NOI(e)st-	<i>new, etc.</i>
teuer	teurer	teuerst-	TOIer	TOIrer	TOIerst-	<i>expensive, etc.</i>
wenig	weniger	wenigst-	VEHnich	VEHniger	VEHnichst-	<i>little, etc.</i>

Adjectives that end in the sounds [s] and [t] always add an e before the st of the superlative: heißest-, feuchtest-; adjectives that end in a vowel or vowel combination usually do the same thing: neuest- (but in rapid speech neuft-). The word teuer drops its second e in the comparative: teurer. You already know that [ig] is unvoiced to [ich] at the end of a word or before [s]; hence weniger

[VEHniger] with [ig], but wenig [VEHnich] and wenigst- [VEHnichst-] with [ich].

Most one-syllable adjectives take umlaut in the comparative and superlative, if this is possible (that is, if the positive has the vowels a, o, u, or au). We have had the following:

[a] — [e]	falt	fälter	fältest-	KALT	KELter	KELtest-	<i>cold, etc.</i>
	lang	länger	längst-	LANG	LENGer	LENGST-	<i>long, etc.</i>
	warm	wärmer	wärmst-	VARM	VERmer	VERMST-	<i>warm, etc.</i>
[o] — [ö]	oft	öfter	öftest-	OFT	ÖFter	ÖFtest-	<i>often, etc.</i>
[u] — [ü]	kurz	kürzer	kürzest-	KURTS	KÜRtser	KÜRtsest-	<i>short, etc.</i>

In the *Finder Lists*, this will always be indicated as follows: falt (=:) [KALT, KELter, KELtest-] 'cold'; etc.

The following adjectives are compared irregularly:

viel	mehr	meist-	FIHL	MEHR	MAIST-	<i>much, etc.</i>
gern(e)	lieber	liebst-	GERN(e)	LIHber	LIHPST-	<i>gladly, etc.</i>
groß	größer	größt-	GROHSS	GRÖHsser	GRÖHSST-	<i>big, etc.</i>
gut	besser	best-	GUHT	BESSer	BEST-	<i>good, etc.</i>

(In English we have a great many adjectives that are never compared. For example, we never say *natural*, *naturalest*. Instead we put the words *more* and *most* in front of the positive, and say *more natural*.

*most natural*; this takes the place of comparison. German never does this. No matter how long a German adjective may be, it can be compared: *natürlicher*, *natürlichsst*, etc.)

## B. ADJECTIVES THAT DO NOT TAKE ENDINGS

Wir haben  $\left\{ \begin{array}{l} \text{mehr} \\ \text{weniger} \\ \text{genug} \end{array} \right\}$  Schnee.

We have  $\left\{ \begin{array}{l} \text{more} \\ \text{less} \\ \text{enough} \end{array} \right\}$  snow.

The adjectives *mehr*, *weniger*, and *genug* never take endings.

Wir haben  $\left\{ \begin{array}{l} \text{viel} \\ \text{wenig} \end{array} \right\}$  Schnee.

We have  $\left\{ \begin{array}{l} \text{lots of (a large amount of)} \\ \text{little (a small amount of)} \end{array} \right\}$  snow.

Wir essen  $\left\{ \begin{array}{l} \text{viel} \\ \text{wenig} \end{array} \right\}$  Kartoffeln.

We eat  $\left\{ \begin{array}{l} \text{lots of (a large amount of)} \\ \text{few (a small amount of)} \end{array} \right\}$  potatoes.

Viele Deutsche  
Wenige Amerikaner  $\left\{ \right\}$  trinken Wein.

Lots of (a large number of) Germans  
Few (a small number of) Americans  $\left\{ \right\}$  drink wine.

The adjectives *viel* and *wenig* never take endings before a singular noun; before a plural noun they take

endings when they mean 'a large number of', but not when they mean 'a large amount of'.

## C. TIME EXPRESSIONS

Ich war letzten Winter in Berlin,  
aber ich fahre diesen Winter nach Süddeutschland.  
Ich fahre jeden Tag in die Stadt.

*I was in Berlin last winter,  
but I'm going to south Germany this winter.  
I drive down town every day.*

Usually when a noun is used in some sort of time expression, it has a preposition in front of it: im Sommer 'in the summer', im August 'in (the) August'. Sometimes, however, as in the sentences above, it is used without any preposition. In such cases the noun is always in form 2: letzten Winter, diesen Winter, jeden Tag. Other examples would be letzten Sommer, nächsten Sommer, diesen Sommer, jeden Sommer; letztes Jahr, nächstes Jahr, dieses Jahr, jedes Jahr, etc.

Notice also that each of the above sentences contains both a time expression (letzten Winter, diesen Winter, jeden Tag) and a place expression (in Berlin, nach Süddeutschland, in die Stadt). In English the place expression is usually said before the time expression. In German it is nearly always the other way around: time before place.

## D. HOW TO SAY 'I AM COLD,' ETC.

Mir ist kalt.	<i>I'm cold</i> ('in-regard-to-me is cold').
Mir ist warm.	<i>I'm warm</i> ('in-regard-to-me is warm').
Mir ist heiß.	<i>I'm hot</i> ('in-regard-to-me is hot').
Uns ist etwas kalt.	<i>We're a bit cold</i> ('in-regard-to-us is somewhat cold').
Ist Ihnen zu warm?	<i>Are you too warm</i> ('is in-regard-to-you too warm')?

## E. MAKING NEW WORDS

das Jahr,-e [YÄHR] 'year' (form 4 Jahres) + die Zeit,-en [TSAIT] 'time' = die Jahreszeit,-en [YÄHres-tsait] 'season'

früh [FRÜH] 'early' + das Jahr = das Frühjahr [FRÜH-yahr] (another word for 'spring')

der Norden [NORDen] 'north':

Norddeutschland [NORT-doitsh-lant] 'north Germany'

Nordamerika [NORT-ahMEHrikkah] 'North America'

der Süden [ZÜHden] 'south':

Süddeutschland [ZÜHT-doitsh-lant] 'south Germany'

Südamerika [ZÜHT-ahMEHrikkah] 'South America'

Verbs made from nouns:

der Blitz, -e [BLITS] 'flash of lightning'

der Donner, - [DONNer] 'thunder'

der Regen, - [REHgen] 'rain'

der Schnee [SHNEH] 'snow'

das Bad, -er [BAHT, BEHder] 'bath'

die Arbeit, -en [ARBait] 'work'

die Decke, -n [DECKe] 'covering'

die Miete, -n [MIHte] 'rent'

die Stelle, -n [SHTELLE] 'place, position'

die Probe, -n [PROHbe] 'test, try-out'

*With umlaut:*

die Farbe, -n [FARbe] 'color'

der Wunsch, -e [VUNSH, VÜNshe] 'wish'

es blitz [BLITST] 'it lightnings'

es donnert [DONNert] 'it thunders'

es regnet [REHgnet] 'it rains'

es schneit [SHNAIT] 'it snows'

baden [BAHden] 'bathe, take a bath'

arbeiten [ARBaiten] 'work'

decken [DECKen] 'cover'; ich decke den Tisch 'I set the table'

mieten [MIHten] 'rent (from a person)'

stellen [SHTELLen] 'place, put'

probieren [prohBIHren] 'test, try out'

färben [FERben] 'dye'

wünschen [VÜNshen] 'wish'

## 2. Covering English and German of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the German, and making sure you know everything thoroughly.

## 3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

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## SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

### 1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

### 2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the German. Check up on anything you do not know, until you are sure of everything.

### 3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

#### 1. *You ask a friend how the weather is today:*

- a. Heute ist wunderbares Wetter, finden Sie nicht?
- b. Mögen Sie gern Gewitter?
- c. Wie ist das Wetter heute?

hoite ist VUNder-bahres vetter, finden zih NICHT?  
MÖHgen zih gern ge-VITTer?  
vih ist dass VETTer hoite?

#### 2. *He replies that it's better than this morning, because it's stopped raining:*

- a. Es ist besser als heute Morgen; es regnet jetzt nicht mehr.
- b. Es regnet jetzt mehr als heute Morgen.
- c. Heute Morgen war besseres Wetter; es regnet heute Nachmittag.

ess ist BESSer alss hoite MORgen; ess REHgnet yetst nicht mehr.  
ess rehnet YETST mehr alss hoite MORgen.  
hoite MORgen vahr BESSeres vetter; ess REHgnet hoite NAKKH-mittahk.

3. *He says that they never have very good weather in northern Germany in the winter:*

- a. Süddeutschland hat im Winter viel besseres Wetter als Norddeutschland.
- b. In Süddeutschland haben wir im Winter sehr schönes Wetter.
- c. Hier in Norddeutschland haben wir im Winter nie sehr gutes Wetter.

ZÜHT-doitsh-lant hatt imm vinter FIHL besseres vetter alss NORT-doitsh-lant.

inn ZÜHT-doitsh-lant hahben vihr imm vinter ZEHR SHÖHnes VETTer.

hihr inn NORT-doitsh-lant hahben vihr imm vinter NIH zehr guhtes VETTer.

4. *They have very little snow, but a lot of rain and fog:*

- a. Es schneit und regnet nicht sehr viel, aber es ist sehr feucht.
- b. Wir haben sehr wenig Schnee, aber viel Regen und Nebel.
- c. Wir haben nicht viel Nebel, aber es schneit und regnet sehr oft.

ess SHNAIT unt REHgnet nicht zehr fihl, ahber ess ist ZEHR FOICHT.

vihr hahben zehr vehnich SHNEH, ahber FIHL REHgen unt NEHbel.

vihr hahben nicht fihl NEHbel, ahber ess SHNAIT unt REHgnet zehr oft.

5. *You say the winter isn't very nice in New York either:*

- a. Ich war letzten Winter in New York, und es war viel schöner als hier.
- b. Ich bleibe jeden Winter in New York.
- c. In New York ist der Winter auch nicht sehr schön.

ich vahr LETsten VINTer inn *New YORK*, unt ess vahr FIHL schöner alss HIHR.

ich blaibe YEHden VINTer inn *New YORK*.

inn *New YORK* ist dehr vinter AUKH nicht zehr schön.

6. *You say you like to ski, but you usually don't have enough snow:*

- a. Ich laufe gern Ski, aber es schneit meistens nicht genug.
- b. Wir haben meistens genug Schnee zum Schilaufen.
- c. Es schneit genug, aber ich laufe nicht sehr oft Ski.

ich laufe gern SHIH, ahber ess SHNAIT maistenss nicht ge-nuhk.

vihr hahben MAIstenss ge-nuhk shneh tsumm SHIH-laufen.

ess SHNAIT ge-nuhk, ahber ich LAUfe nicht zehr oft SHIH.



Now see if you can complete each of the following sentences correctly. The trick is, of course, to get the

correct form of the comparative or superlative, and then to put the proper ending (if any) on it.

### SAMPLE QUESTION:

0. Der Februar ist (the shortest and coldest) Monat des ganzen Jahres.

dehr FEHbruhahr ist (the shortest and coldest) MOHnatt dess GANTsen YAHres.

### SAMPLE ANSWER:

0. Der Februar ist der kürzeste und kälteste Monat des ganzen Jahres.

dehr FEHbruhahr ist dehr KÛRtseste unt KELteste MOHnatt dess GANTsen YAHres.

7. Der Frühling ist in Deutschland viel (longer and nicer) als in Amerika.

dehr FRÛH-ling ist inn DOITSH-lant fihl (longer and nicer) alss inn ahMEHrihkah.

8. Das Wetter ist im August (the hottest) und im Februar (the coldest).

dass vetter ist imm auGUST (the hottest) unt imm FEHbruhahr (the coldest).

9. Der Juli ist (a longer and hotter) Monat als der Juni.

dehr YUHlih ist (a longer and hotter) MOHnatt alss dehr YUHnih.

10. Das ist (the biggest and best) Hotel in Berlin.

dass ist (the biggest and best) hohTELL inn berLIHN.

11. Es regnet im Frühjahr (the most) und im Sommer (the least).

ess rehnet imm FRÛH-yahr (the most) unt imm ZOMMer (the least).

12. Dieses Geschäft hat (better but more expensive) Sachen als das andere.

DIHzes ge-sheft hatt (better but more expensive) zakhen alss dass ANDere.

13. Möchten Sie lieber (a smaller or a larger) Zimmer als dieses haben?

möchten zih lihber (a smaller or a larger) tsimmer alss DIHzes hahben?

14. Meins ist (the warmest and nicest) Zimmer in der ganzen Pension.

MAINSS ist (the warmest and nicest) TSIMMer inn dehr GANTsen pa<sup>ng</sup>ZYOHN.

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## SECTION D—LISTENING IN

### 1. What Did You Say?

Give your answers in German for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

### 2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct German for each English expression, without having to read it from the

book. The Leader or one of the members of the group should read the English.

### 3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the German immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again, if necessary, then take parts and carry on the conversation.

1. *Meyer meets a German friend, Koenig, on a hot summer day.*

**Unit 10, Record Side 4, beginning. (78 RPM)**

Meyer: Wie gefällt Ihnen das Wetter heute?

Es ist etwas warm, nicht wahr?

König: Etwas warm!

Mir ist furchtbar heiß!

Es muß der heißeste Tag des ganzen Sommers sein.

Meyer: Mögen Sie den Sommer nicht?

**(33½ RPM) Record Side 10, after 2nd spiral.**

vih ge-fellt ihnen dass VETTer hoite?

ess ist ett-vass VARM, nicht VAHR?

ett-vass VARM!

mihr ist FURCHT-bahr HAISS!

ess muss dehr HAIssste TAHK dess GAN-tsen ZOMMerSS zain.

MÖHgen zih dehn zommer nicht?

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König: Nein, ich finde ihn schrecklich.

Es ist immer so heiß und feucht.

Ich mag den Winter viel lieber.

Meyer: Bleiben Sie jeden Winter hier in Berlin?

König: Nein.

Meyer: Aber Sie waren doch letztes Jahr hier, nicht wahr?

König: Ja, aber ich mag den Winter hier in Norddeutschland nicht gern.

Ich fahre meistens nach Süddeutschland zum Schilaufen.

Meyer: Wollen Sie das auch dieses Jahr machen?

König: Ja.

Meyer: Wann fahren Sie denn?

König: Ich fahre im Januar und komme im Februar wieder.

Meyer: Ach, Sie bleiben einen ganzen Monat dort?

König: Ja, ich möchte gern noch länger bleiben,

aber ich habe leider nicht genug Geld.

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NAIN, ich finde ihn SHRECK-lich.

ess ist immer zoh HAISS unt FOICHT.

ich mahk dehn VINter FIHL LIHber.

blaiben zih YEHden VINter HIHR inn  
berLIHN?

NAIN.

ahber zih vahren dokh LETstes yahr hihr,  
nicht VAHR?

YAH, ahber ich MAHK dehn vinter hihr inn  
NORT-doitsh-lant nicht GERN.

ich fahre MAIstenss nahkh ZÜHT-doitsh-lant  
tsumm SHIH-laufen.

vollen zih dass aukh DIHzes yahr makhen?

YAH.

vann FAHren zih denn?

ich fahre imm YANNuhahr unt komme imm  
FEHbruhahr VIHder.

AKH, zih blaiben ainen GANTsen MOHnatt  
dort?

yah, ich MÖCHte gern nokh LENGer  
blaiben,

ahber ich hahbe LAIder nicht ge-nuhk GELT.

2. Meyer goes to a store to buy a pair of shoes.

**Unit 10, Record Side 4, after 1st spiral. (78 RPM)**

**Verkäufer:** Guten Tag,

womit kann ich Ihnen dienen?

**Meyer:** Ich möchte gern ein Paar Schuhe haben.

**Verkäufer:** Sehr gerne.

In welcher Größe, bitte?

**Meyer:** Ich glaube 42 (zweiundvierzig),  
aber ich weiß es nicht genau.

**Verkäufer:** Sollen es weiße, braune, oder schwarze Schuhe sein?

**Meyer:** Braune, bitte.

**Verkäufer:** Hier hab' ich ein Paar sehr gute braune Schuhe,  
und nicht zu teuer.

Darf ich sie Ihnen anprobieren?

**Meyer:** Der Schuh gefällt mir, aber ich glaube, er ist mir zu klein.

**Verkäufer:** Dann probieren wir ein größeres Paar an.

Hier, wie paßt Ihnen dieses Paar?

guhten TAHK,

voh-MITT kann ich ihnen DIHnen?

ich möchte gern ain pahr SHUHe hahben.

zehr GERne

inn velcher GRÖHsse, bitte?

ich glaube TSVAI-unt-FIRRTsich,  
ahber ich VAISS ess nicht ge-nau.

zollen ess VAISse, BRAUne, ohder SHVARTse  
shuhe zain?

BRAUne, bitte.

hihr hahb\_ich ain pahr ZEHR GUHte  
BRAUne SHUhe, unt NICHT tsuh TOLer.

darf ich zih ihnen ANN-prohbihren?

dehr shuh ge-FELLT mihr, ahber ich GLAUbe  
ehr ist mihr tsuh KLAIN.

dann prohbihren vihr ain GRÖHsseres pahr  
an.

HIHR, vih passt ihnen DIHzes pahr?

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Meher: Sehr gut.

Und wieviel kostet das?

Verkäufer: 20 RM. (Zwanzig Mark)

Meher: Das ist mir etwas zu teuer.

Haben Sie vielleicht etwas anderes?

Verkäufer: Ja, dieses hier kostet nur 17,50 RM (siebzehn Mark fünfzig).

Sie sehen natürlich nicht ganz so gut aus wie die teureren.

Meher: Doch, ich finde sie sehen noch besser aus.

Ich glaube, ich nehme sie.

Wickeln Sie sie mir bitte ein.

Hier ist das Geld.

zehr GUHT.

unt vih-fihl KOSTet dass?

TSVANtsich MARK.

dass ist mihr ett-vass tsuh TOIer.

haben zih fihlaicht ett-vass ANderes?

YAH, DIHzes hihr kostet nuhr ZIHP-tsehn mark FÜNFTsich.

zih ZEHen nahtühr-lich nicht GANTS zoh guht AUS vih dih TOIrenen.

DOKH, ich finde zih zehen nokh BESSer aus.

ich GLAUbe ich NEHme zih.

VICKeln zih zih mihr bitte AIN.

hihr ist dass GELT.

## SECTION E—CONVERSATION

### 1. Covering the German in Basic Sentences (Individual Study)

Cover the German of the *Basic Sentences* and practice saying the German equivalents of the English expressions.

### 2. Vocabulary Check-Up

Give the German expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

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### 3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. Let one of the group pretend he is a German. Ask him about the weather in Germany, and have him ask you about the weather in the part of the U. S. that you come from.
2. It's a hot summer day. You complain to a friend about the weather, saying you're awfully hot, you don't like the summer. He says it isn't hot today, the summer is much hotter where he comes from. You ask him where he's from, and whether he stays there every summer. Finally you suggest a glass of cold beer at the next café.
3. Ask someone what season he likes the best, and then tell him what one you like best. Argue about it with him.
4. You go to a store to buy a fountain pen. The salesgirl shows you some in different sizes. You say you don't want to buy an expensive one, and ask which one costs the least. She says the smallest one costs the least, but the biggest one is the best. You ask how much the big one costs. You say that's too expensive, you'll take the little one.
5. You go to a department store to buy a suit. The clerk asks you about size, color, etc., and then gives you one to try on. He says it's a perfect fit, but you tell him the pants are too long, he's got to make them shorter; the vest is too short, he's got to make it longer; and the coat is too small, he's got to make it bigger.

### SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of previous lessons if necessary.

### FINDER LIST

an [ANN]: an fɪd 'as a matter of fact, to tell the truth'

der April,-e [ahPRILL] 'April'

der August,-e [auGUST] 'August'

bei [BAI] (plus form 3) 'at the home of, in the country of'

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bleiben [BLAIben] 'stay, remain'  
 blitzen [BLITsen]: es blitzt 'it lightnings'  
 der Dezember, - [dehTSEMber] 'December'  
     donnern [DONNern]; es donnert 'it thunders'  
 der Februar, -e [FEHbruhahr] 'February'  
     feucht [FOICHT] 'damp'  
 der Frühling, -e [FRÜH-ling] 'spring'  
     ganz [GANTS] 'whole, quite'  
     genug [ge-NUHK] 'enough' (never takes endings)  
 das Gewitter, - [ge-VITTer] 'thunderstorm'  
 der Herbst, -e [HERPST] 'fall, autumn'  
     herrlich [HERR-lich] 'magnificent'  
 das Jahr, -e [YAHR] 'year'  
 die Jahreszeit, -en [YAHres-tsait] 'season'  
 der Januar, -e [YANNuhahr] 'January'  
 der Juli, -s [YUHlih] 'July'  
 der Juni, -s [YUHnih] 'June'  
     faum [KAUM] 'hardly'  
     kurz (:) [KURTS, KÜRTser, KÜRTsest-] 'short'  
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lang (:) [LANG, LENGer, LENGST-] 'long'  
 laufen (er läuft) [LAUFen, LOIFT] 'run'; ich laufe  
     ... Ski 'I ski'  
 letzt- [LETST-] 'last'  
 der Mai, -e [MAI] 'May'  
 der März, -e [MERTS] 'March'  
     mehr [MEHR] 'more' (never takes endings)  
     mögen (ich mag) [MÖHgen, MAHK] 'like (to)'  
         (usually used with gern)  
     nächst- [NEHCHST-] 'next, nearest'  
 die Nacht, -e [NAKHT, NECHte] 'night'  
 der Nebel, - [NEHbel] 'fog'  
 (das) Norddeut[sch]land [NORT-doitsh-lant] 'north Ger-  
     many'  
 der November, - [nohVEMber] 'November'  
     oft (:) [OFT, ÖFter, ÖFtest-] 'often'  
 der Oktober, - [okTOHber] 'October'  
 der Regen, - [REHgen], 'rain'  
     regnen [REHgnen]: es regnet 'it rains'

der Schi,-er (or der Sfi,-er) [SHIH] 'ski'; ich laufe . . .  
     Schi 'I ski'  
 der Schnee [SHNEH] 'snow'  
     schneien [SHNAIen]: es schneit 'it snows'  
     schrecklich [SHRECK-lich] 'terrible'  
     selten [ZELten] 'seldom, rare'  
 der September,- [zepTEMber] 'September'  
     sich [ZICH]: an sich 'as a matter of fact, to tell  
         the truth'  
 der Sommer,- [ZOMMer] 'summer'  
 (das) Süddeutschland [ZÜHT-doitsh-lant] 'south Ger-  
     many'

trocken [TROCKen] 'dry'  
 wann [VANN] 'when' (in questions)  
 waren (ich war) [VAHren, VAHR] 'was, were'  
 wenig [VEHnich] 'little' (opposite of viel 'much';  
     klein 'little, small' is the opposite of groß 'big,  
     large')  
 wenn [VENN] 'if, whenever; when' (in speaking  
     of the present or future)  
 das Wetter,- [VETTer] 'weather'  
 der Winter,- [VINter] 'winter'  
 wunderbar [VUNder-bahr] 'wonderful'  
 wunderbar [VUNder-shöhn] 'wonderfully beau-  
     tiful'

# UNIT 11

## SPRUCING UP

### SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, as you have done before. Then go through *Check Your Pronunciation*. Go once through the *Basic Sentences* individually trying

to follow the *Conventional Spelling* as much as possible. The last time through individually, you should be able to follow the *Conventional Spelling* without any trouble.

#### 1. Basic Sentences

—ENGLISH EQUIVALENTS— —CONVENTIONAL SPELLING— —AIDS TO LISTENING—

*Jones, who is in the Army, is telling Fischer what he is going to do in the evening.*

**Unit 11, Record Side 1, beginning. (78 RPM)**

**(33½ RPM) Record Side 11, beginning.**

*Jones*

(I) go out  
Lehmann  
this ('today') evening  
I'm going out with Miss Lehmann  
this evening.

have dinner  
First we're going to have dinner  
together,

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gehe . . . auß  
Lehmann  
heute Abend  
Ich gehe heute Abend mit Fräulein  
Lehmann auß.

zu Abend essen  
Wir wollen erst zusammen zu Abend  
essen,

GEHe . . . AUS  
LEH-mann  
hoite AHbent  
ich gehe hoite ahbent mitt froi-lain  
LEH-mann aus.

tsuh AHbent essen  
vihr vollen ehrst tsuh-zammen tsuh  
AHbent essen,



*theater*  
*and then go (in)to the theater.*

*then (consequently)*  
*will*  
*[to] dress oneself*  
*Then you'll really have to get*  
*dressed up ('dress yourself*  
*well').*

*impression*  
*You want to make a good impres-*  
*sion on Miss Lehmann, you*  
*know.*

*You bet I do!*

*tailor*  
*I'm going to the tailor['s] now*

*uniform*  
*to pick up ('up-to-pick')*  
*to pick up my uniform.*

*clean*  
*press*  
*have ('let')*  
*I've had it cleaned and pressed*  
*there.*

Theater (das)  
und dann ins Theater gehen.

*Fischer*

da  
werden  
sich anziehen  
Da werden Sie sich aber gut anziehen  
müssen.

Eindruck (der)  
Sie wollen doch auf Fräulein Lehmann  
einen guten Eindruck machen.

*Jones*

Allerdings!

Schneider (der)  
Ich gehe jetzt zum Schneider,

Uniform (die)  
abzuholen  
um meine Uniform abzuholen.

reinigen  
bügeln  
lassen  
Ich habe sie dort reinigen und bügeln  
lassen.

tehAHter (dass)  
unt dann inss tehAHter gehen.

DAH  
VEHRden  
zich ANN-tsihen  
dah vehrden zih zich ahber guht  
ANN-tsihen müssen.

AIN-druck (dehr)  
zih vollen dokh auf froi-lain leh-mann  
ainen guhten AIN-druck makhen.

aller-DINGSS!

SHNAIder (dehr)  
ich gehe yetst tsumm SHNAIder

uhnihFORM (dih)  
APP-tsuh-hohlen  
umm maine uhnihFORM app-tsuh-  
-hohlen.

RAInigen  
BÜHgeln  
LASSen  
ich hahbe zih dort RAInigen unt  
BÜHgeln lassen.

only yet  
wash  
laundry

*Then the only thing I have to do  
(‘then must I only yet’) is to  
pick up my wash at (‘by’) the  
laundry.*

impossibly  
pretty (with ending -en)  
young (with ending -en)

*But the way you are you can’t  
possibly go out with a good-  
looking girl (‘so can you impos-  
sibly with a pretty young lady  
out-go’).*

hairs  
cut

*First you have to have your hair  
cut (‘in-regard-to-you the  
hairs’).*

nur noch  
Wäsche (die)  
Wäscherei (die)

Dann muß ich nur noch meine Wäsche  
bei der Wäscherei abholen.

*Fischer*

unmöglich  
hübsch(en)  
jung(en)

Aber so können Sie doch unmöglich mit  
einer hübschen jungen Dame ausgehen.

Haare (das Haar)  
schneiden

Sie müssen sich erst die Haare schneiden  
lassen.

NUHR NOKH  
VESHe (dih)  
vesheRAI (dih)

dann muss ich nuhr nokh maine  
veshe bai dehr vesheRAI  
app-hohlen.

UNN-MÖHK-lich  
HÜPshen  
YUNGen

ahber ZOH können zih dokh UNN-  
-möhk-lich mitt ainer hüpshen  
yungen DAHme aus-gehen.

HAHre (dass HAHR)  
SHNAIden

zih müssen zich ehrst dih HAHre  
shnaiden lassen.

## Unit 11, Record Side 2, beginning. (78 RPM)

barber

*We’re going together to the bar-  
ber[’s] now.*

*In the barbershop:*

*What will you have, sir (‘what  
wish the gentleman’)?*

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Friseur (ber)

Wir gehen jetzt zusammen zum Friseur.

*Barber*

Was wünschen der Herr?

frihZÖHR (dehr)

vihr gehen yetst tsuh-zammen  
tsumm frihZÖHR.

vass VÜNshen dehr herr?

*haircut*  
*A haircut, please.*

*in-back*  
*right*  
*Cut my hair ('the hairs') pretty*  
*short in the back, please,*

*in-front*  
*but in front I'd like to have it*  
*('them') a little longer.*

*wash*  
*May I give you a shampoo too*  
*('wash in-regard-to-you the*  
*hairs')?*

*necessary*  
*No, I don't believe that's necessary*  
*('that is, believe I, not neces-*  
*sary').*

*you*  
*shave*  
*But please give me a shave.*

*Jones, after he's shaved, to Fischer:*

*I-hope ('hopingly')*  
*There, now I hope I look good*  
*enough.*

*Jones*  
Haarschnitt (der)  
Einen Haarschnitt, bitte.

hinten  
recht  
Schneiden Sie die Haare hinten recht  
kurz, bitte,

vorne  
aber vorne möcht' ich sie etwas länger  
haben.

*Barber*  
waschen  
Darf ich Ihnen die Haare auch waschen?

*Jones*  
nötig  
Nein, das ist, glaub' ich, nicht nötig.

Sie  
rasieren  
Aber rasieren Sie mich, bitte.

hoffentlich  
So, jetzt seh' ich hoffentlich gut genug  
aus.

HAHR-shnitt (dehr)  
ainen HAHR-shnitt, bitte.

HINten  
RECHT  
shneiden zih dih hahre HINten  
recht KURTS, bitte,

FORne  
ahber FORne möcht\_ich zih ett-vass  
LENGer hahben.

VASHen  
darf ich ihnen dih hahre aukh  
VASHen?

NÖHtich  
NAIN, dass ist, glaub\_ich, nicht  
NOHtich.

ZIH  
raZIHren  
ahber raZIHren zih mich, bitte.

HOFFent-lich  
ZOH, yetst zeh\_ich hoffent-lich  
GUHT ge-NUHK aus.

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*shine*  
*Now the only thing you have to*  
*do is get your shoes shined.*

*will*  
*maid*  
*The maid in the boarding house*  
*will do that.*

*half (way towards) six*  
*Good Lord, it's half past five*  
*already!*

*immediately*  
*bathe*  
*change my clothes*  
*I have to go home right away, take*  
*a bath, and change my clothes.*

**Unit 11, Record Side 3, beginning. (78 RPM)**

*(I) meet (myself)*  
*at seven o'clock*  
*I'm meeting ('I meet myself with')*  
*Miss Lehmann at seven o'clock.*

*begins*  
*the theater*  
*When does the theater begin?*

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*Fischer*

*putzen*  
*Jetzt müssen Sie sich nur noch die Schuhe*  
*putzen lassen.*

*Jones*

*wird*  
*Dienstmädchen (das)*  
*Das wird das Dienstmädchen in der*  
*Pension machen.*

*halb sechs*  
*Um Gottes willen, es ist schon halb*  
*sechs!*

*sofort*  
*baden*  
*mich umziehen*  
*Ich muß sofort nach Hause gehen, baden*  
*und mich umziehen.*

*Fischer*

*fängt . . . an*  
*das Theater*  
*Wann fängt das Theater an?*

*PUTsen*

*yetst müssen zih zich nuhr nokh dih*  
*SHUHe putsen lassen.*

*VIRT*

*DIHNST-meht-chen (dass)*  
*DASS virt dass DIHNST-meht-chen*  
*inn dehr pa<sup>ng</sup>ZYOHn makhen.*

*HALP ZEKS*

*umm GOTTes VILLen, ess ist shohn*  
*HALP ZEKS!*

*zoh-FORT*

*BAHden*  
*mich UMM-tsihen*  
*ich muss zoh-fort nahkh HAUze*  
*gehen, BAHden, unt mich UMM-*  
*tsihen.*

*TREFFe mich*

*umm ZIHben UHR*  
*ich TREFFe mich mitt froi-lain*  
*LEHmann umm ZIHben UHR.*

*FENGT . . . ANN*

*dass tehAHter*  
*VANN fengt dass tehAHter ann?*

<i>At half past eight ('half nine').</i>	<i>Um halb neun.</i>	<i>Jones</i>	<i>umm halp NOIN.</i>
<i>well-then pleasure Well have a good time!</i>	<i>also Vergnügen (das) Also viel Vergnügen!</i>	<i>Fischer</i>	<i>ALL-zoh fer-GNÜHgen (dass) all-zoh FIHL fer-GNÜHgen!</i>
<i>forget flowers bring along And don't forget to take her some flowers ('for-her flowers with- to-bring')!</i>	<i>vergeffen Blumen (die Blume) mitzubringen Und vergeffen Sie nicht, ihr Blumen mitzubringen!</i>		<i>fer-GESSen BLUHmen (dih BLUHme) MITT-tseh-bringen unt fer-GESSen zih nicht, ihr BLUHmen mitt-tseh-bringen!</i>

Before you go through the *Basic Sentences* a second time, study the following:

## 2. Check Your Pronunciation

Turn back to the Hints on Pronunciation in Unit 2 and read over the section on the [ich] sound. Then listen to your Guide (or the speaker on the records) as

he says the following words and phrases, and repeat each one right after him:

### PRACTICE 1

**Unit 11, Record Side 3, after 1st spiral. (78 RPM)**

ich  
reinigt  
recht feucht  
Welches Mädchen?  
die nächsten sechzehn Nächte

ICH  
RAInicht  
recht FOICHT  
VELches MEHT-chen?  
dih NEHCHsten ZECH-tsehn  
NECHte

**(33½ RPM) Record Side 11, after 1st spiral.**

I  
cleans  
pretty ('right') damp  
Which girl?  
the next sixteen nights

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Now read over the section on the [akh] sound. In the conventional spelling this is also written *ch*, but you will remember that it occurs only after *a*, *o*, *u*, and *au*:

## PRACTICE 2

### Unit 11, Record Side 3, after 2nd spiral. (78 RPM)

<i>ach!</i>	<b>AKH!</b>	<i>oh!</i>
<i>Kuchen zum Nachtisch</i>	<b>KUHkhen tsumm NAHKH-tish</b>	<i>cake for dessert</i>
<i>Er raucht auch.</i>	<b>ehr raukht AUKH.</b>	<i>He smokes too.</i>
<i>Er sucht acht Schachteln.</i>	<b>ehr ZUHKHT AKHT SHAKH-teln.</b>	<i>He's looking for eight boxes.</i>

Now turn to the section on the German [r], read over the directions, and practice the imaginary word [AHrah] a few times. Remember that before a vowel

this sound is always good and clear, and never anything like an American *r*:

## PRACTICE 3 (*r* before vowels)

### Unit 11, Record Side 3, after 3rd spiral. (78 RPM)

<i>das Restaurant</i>	<b>dass restohRANG</b>	<i>the restaurant</i>
<i>braune Haare</i>	<b>BRAUne HAHre</b>	<i>brown hair(s)</i>
<i>drei große Brüder</i>	<b>DRAI GROHsse BRÜHder</b>	<i>three big brothers</i>
<i>Warum fahren Sie zurück?</i>	<b>vahrumm fahren zih tsuhRÜCK?</b>	<i>Why are you driving back?</i>

When this German [r] is not followed by a vowel, it is a little less clearly spoken. After short vowels you

can still hear the same sound, though not quite as plainly. It is still nothing like an American *r*:

## **PRACTICE 4** (*r* after short vowels)

### **Unit 11, Record Side 3, after 4th spiral. (78 RPM)**

März	MERTS	<i>March</i>
im Garten	imm GARten	<i>in the garden</i>
vorne schwarz	FORne SHVARTS	<i>black in front</i>
Es wird sofort warm sein.	ess virt zoh-FORT VARM zain.	<i>It will be warm right away.</i>
vierzehn kurze Würste	FIRR-tsehn KURtse VÜRste	<i>fourteen short sausages</i>

After long vowels you will remember that you don't get a real [r] at all, but a kind of vowel:

## **PRACTICE 5** (*r* after long vowels)

### **Unit 11, Record Side 3, after 5th spiral. (78 RPM)**

werden	VEHRden	<i>(used to form the future phrase)</i>
das Jahr	dass YAHR	<i>the year</i>
Ihr Papier	IHR paPIHR	<i>your paper</i>
vor der Tür	FOHR dehr TÜR	<i>in front of the door</i>
Er fährt erst zum Friseur.	EHR fehrt EHRST tsumm frihZÖHR.	<i>He's going first to the barber's.</i>

The [r] in unaccented [er] is just barely pronounced; it is still nothing whatever like an American *r*:

## **PRACTICE 6** (unaccented *er*)

### **Unit 11, Record Side 3, after 6th spiral. (78 RPM)**

hundert	HUNdert	<i>(a) hundred</i>
Zum Donnerwetter!	tsumm DONNer-vetter!	<i>For crying out loud!</i>
Sie vergißt Pfeffer und Zucker.	zih fer-GISST PFEFFer unt TSUCKer.	<i>She forgets pepper and sugar.</i>
Die Teller sind immer sauber.	dih TELLer zint IMMer ZAÜber.	<i>The plates are always clean.</i>

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## SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

### 1. Word Study (Individual Study)

#### A. THE FUTURE PHRASE

Ich werde morgen Nachmittag in die Stadt fahren.  
Das Dienstmädchen wird die Schuhe putzen.  
Sie werden sich gut anziehen müssen.

In English we have two special ways of referring to future action. We use (1) a phrase consisting of *am (is, are) going to* plus the general form of the verb we are talking about: *I'm going to drive*; or (2) a phrase consisting of *shall* or *will* (often shortened to *'ll*) plus the general form of the verb we are talking about: *the maid will shine, you'll have to*. The Germans also have a similar future phrase. It consists of the verb *werden*

Ich fahre morgen Nachmittag in die Stadt.  
Sie müssen sich gut anziehen.  
Ich nehme Kalbsbraten mit Gemüse.

Cases where the Germans always use the future phrase are really only those where the present would mean something quite different:

Das Dienstmädchen wird die Schuhe putzen.  
(Das Dienstmädchen putzt die Schuhe.)  
Es wird heute regnen.  
(Es regnet heute.)

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*I'm going to drive down town tomorrow afternoon.*  
*The maid will shine the shoes.*  
*You'll have to get dressed up well.*

plus the infinitive of the verb they are talking about. The infinitive of course comes at the end.

Even in English we often don't bother to use one of our future phrases when we are talking about the future. We simply use the regular present, and say: *I'm driving down town tomorrow afternoon*. In German this practice of using the present instead of the future phrase is extremely common:

*I'm driving down town tomorrow afternoon.*  
*You'll have to get dressed up well.*  
*I'll take roast veal with vegetables.*

*The maid will shine the shoes.*  
*(The maid shines, or is shining, the shoes.)*  
*It's going to rain today.*  
*(It's raining today.)*



This German use of *werden* plus an infinitive should not be confused with the use of *wollen* plus an infinitive. The word *wollen* has a somewhat different meaning,

Wir *wollen* erst zusammen zu Abend essen.

Wollen Sie das auch dieses Jahr machen?

even though we sometimes translate it by one of our future phrases:

*First we're going to (i.e. we're planning to) have dinner together.*

*Are you going to (i.e. are you planning to) do that this year too?*

## B. THE WORD *lassen*

Lassen Sie mich Ihre Uniform bügeln.

Er läßt seine Uniform bügeln.

Er läßt seine Uniform vom Schneider bügeln.

The first of these sentences is just like the English (except, of course, that the German infinitive comes at the end). Notice that the meaning is '*Let me, allow me to, press your uniform.*' The second sentence is quite different from the English. A very literal translation might be: '*He lets the uniform be pressed*' (not '*He lets*

*Let me press your uniform.*

*He has his uniform pressed.*

*He has his uniform pressed by the tailor.*

the uniform press'). Notice that we usually phrase such a sentence: '*He has the uniform pressed.*' If you want to indicate by whom the pressing is done, you do it as in the third sentence: vom Schneider '*by the tailor*'.

The following sentences give further examples of the way this word *lassen* is used:

Ich *puße* meine Schuhe.

Ich *lasse* meine Schuhe *pußen*.

Ich *muß* meine Schuhe *pußen lassen*.

Ich *habe* meine Schuhe *pußen lassen*.

Er *rasiert* sich.

Er *läßt* sich *rasieren*.

Er *muß* sich *rasieren lassen*.

Er *hat* sich *rasieren lassen*.

*I shine my shoes.*

*I have my shoes shined.*

*I'll have to have my shoes shined.*

*I've had my shoes shined.*

*He shaves himself.*

*He gets a shave.*

*He's got to get a shave.*

*He's gotten a shave.*

### C. 'MY HAIR', 'OUR SHOES', ETC.

Ich lasse { meine Haare  
mir die Haare } schneiden.

*I get a haircut.*

Wir müssen { unsere Schuhe  
uns die Schuhe } putzen lassen.

*We've got to get our shoes shined.*

Darf ich { Ihre Haare  
Ihnen die Haare } waschen?

*May I wash your hair?*

Instead of 'my hair', 'our shoes', etc., German very often says 'in-regard-to-me the hair', 'in-regard-to-us

the shoes', etc. This is especially common in talking of parts of the body or articles of clothing.

### D. 'DRESS', 'WASH', AND 'SHAVE'

Ich ziehe ihn an.

*I dress him.*

Ich ziehe mich an.

*I get dressed ('dress myself').*

Ich ziehe den Mantel an.

*I put the overcoat on.*

Ich ziehe ihn aus.

*I undress him.*

Ich ziehe mich aus.

*I get undressed ('undress myself').*

Ich ziehe den Mantel aus.

*I take the overcoat off.*

Ich ziehe ihn um.

*I change his clothes.*

Ich ziehe mich um.

*I change my clothes.*

Ich wasche.

*I wash, do washing.*

Ich wasche ihn.

*I wash him.*

Ich wasche mich.

*I wash (myself).*

Ich rasiere.  
 Ich rasiere ihn.  
 Ich rasiere mich.

*I shave, do shaving.*  
*I shave him.*  
*I shave (myself).*

Notice that only a laundress would say ich wasche 'I wash, do washing'; and only a barber would say ich rasiere 'I shave, do shaving'.

#### E. THE WORDS zu AND bei

Ich gehe zum Friseur.  
 Ich war beim Friseur.  
 Kommen Sie doch zu mir.  
 Herr Meyer wohnt jetzt bei mir.  
 Wir gehen zu Schneiders.  
 Wir waren alle bei Schneiders.

*I go to the barber's, the barbershop.*  
*I was at the barber's, the barbershop.*  
*Come on over to my house.*  
*Mr. Meyer's living at my house now.*  
*We're going to [the] Schneiders'.*  
*We were all at [the] Schneiders'.*

In these sentences, we might say that the word zu means 'to so-and-so's house or place of business'; and bei means 'at so-and-so's house or place of business'.

#### F. MAKING NEW WORDS

##### Preposition

hinter 'in back of'  
 vor 'in front of'  
 auf 'on top of'  
 unter 'under'  
 in 'in, into'  
 aus 'out of'  
 über 'over'

##### Adverb

hinten 'in back'  
 vorne 'in front'  
 oben 'above, upstairs'  
 unten 'below, downstairs'  
 innen 'inside'  
 außen 'outside'

##### Adverb with dr=

droben 'up there'  
 drunten 'down there'  
 drinnen 'indoors'  
 draußen 'outdoors'  
 drüben 'over there'

der *Haarschnitt*, -e [HAHR-shnitt] 'hair cut' = das *Haar*, -e [HAHR] 'hair' + der *Schnitt*, -e [SHNITT] 'cut'  
 das *Dienstmädchen*, - [DIHNST-meht-chen] 'maid, servant girl' = der *Dienst*, -e [DIHNST] 'service' + das *Mädchen*, -  
 [MEHT-chen] 'girl'

The *waschen* family:

*waschen* (er *wäscht*) [VASHen, VESHT] 'wash'

die *Wäsche*, -n [VESHe] 'wash'

die *Wäscherei*, -en [vesheRAI] 'laundry'

## 2. Covering English and German of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the German, and making sure you know everything thoroughly.

## 3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

## SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

### 1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

### 2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the German. Check up on anything you do not know, until you are sure of everything.

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### 3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

**1. A friend asks you whom you're going out with this evening:**

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| a. Wo gehen Sie heute abend hin?      | voh gehen zih hoite ahbent HINN?      |
| b. Mit wem gehen Sie heute abend aus? | mitt VEHM gehen zih hoite ahbent AUS? |
| c. Gehen Sie heute abend ins Kino?    | gehen zih hoite ahbent inss KIHnoh?   |

**2. You tell him, and then he asks whether you've had your new blue suit pressed:**

- |   |   |
|---|---|
| a. Haben Sie Ihren neuen blauen Anzug bügeln lassen?    | hahben zih ihren noien blauen ANN-tsuhk BÜHgeln lassen?   |
| b. Wollen Sie Ihren neuen blauen Anzug reinigen lassen? | vollen zih ihren noien blauen ANN-tsuhk RAI nigen lassen? |
| c. Sie müssen Ihre Uniform doch erst bügeln lassen.     | zih müssen ihre uhniHFORM dokh ehrst BÜHgeln lassen.      |

**3. You say yes, you're just going to the tailor's to pick it up:**

- |  |   |
|--|---|
| a. Ja, könnten Sie ihn mir bitte beim Schneider abholen? | YAH, könnten ZIH ihn mihr bitte baim shnaider APP-hohlen?     |
| b. Ja, ich muß ihn nur noch bei der Wäscherei abholen.   | YAH, ich muss ihn NUHR nokh bai dehr vesheRAI APP-hohlen.     |
| c. Ja, ich gehe gerade zum Schneider, um ihn abzuholen.  | YAH, ich gehe gerahde tsumm SHNAIder umm ihn APP-tsuh-hohlen. |

**4. He says he hopes you're also going to the barber's to get a haircut:**

- |   |   |
|---|---|
| a. Sie gehen hoffentlich auch zum Schneider, um sich die Schuhe putzen zu lassen. | zih gehen hoffent-lich AUKH tsumm SHNAIder umm zich diH SHUHe putsen tsuh lassen. |
|---|---|

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b. Hoffentlich lassen Sie sich beim Friseur auch rasieren.

c. Sie gehen hoffentlich auch zum Friseur, um sich die Haare schneiden zu lassen.

**5. You ask him whether you really have to have a haircut:**

a. Wollen Sie sich jetzt die Haare schneiden lassen?

b. Um Gottes willen, muß ich auch noch meine Haare schneiden lassen?

c. Möchten Sie auch einen Haarschnitt, oder soll ich Sie nur rasieren?

HOFFent-lich lassen zih zich baim frihZÖHR aukh raZIHren.

zih gehen hoffent-lich AUKH tsumm frihZÖHR umm zich diH HAHre shnaiden tsuh lassen.

VOLLen zih zich yetst diH HAHre shnaiden lassen?

umm GOTTeS VILLen, muss ich aukh nokh maine HAHre shnaiden lassen?

möchten zih aukh ainen HAHR-shnitt, ohder zoll ich zih nuhr raZIHren?

**6. He says you sure do, you can't go out with a pretty girl looking like that:**

a. Allerdings! So können Sie doch unmöglich mit einem hübschen Mädchen ausgehen.

b. Sie sehen jetzt, glaub' ich, gut genug aus.

c. Fräulein Lehmann ist allerdings eine sehr hübsche junge Dame.

aller-DINGSS! ZOH können zih dokh UNN-möhk-lich mitt ainem HÜPshen MEHT-chen aus-gehen.

zih zehen YETST, glaub\_ich, GUHT ge-NUHK aus.

froi-lain LEH-mann ist aller-DINGSS ainc zehr HÜPshe YUNGe DAHme.

Now see if you can change each of the following sentences to mean that the person (a) is going to do so-and-so; (b) is having so-and-so done; (c) has to have so-and-so done.

**SAMPLE QUESTION AND ANSWER:**

0. Sie wäscht sich die Haare.

a. Sie wird sich die Haare waschen.

b. Sie läßt sich die Haare waschen.

c. Sie muß sich die Haare waschen lassen.

zih VESHT zich diH HAHre.

zih VIRT zich diH HAHre vashen.

zih LESST zich diH HAHre vashen.

zih MUSS zich diH HAHre vashen lassen.

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7. Wir putzen uns die Schuhe.
8. Er schneidet sich die Haare.
9. Ich rasiere mich.
10. Herr Meyer wäscht sich.
11. Ich wasche meine Socken.
12. Schneider bügelt seine Hose.
13. Ich mache meine Jacke etwas größer.
14. Herr Fischer macht seine Hose etwas kürzer.

vihr PUTsen unss diH SHUHē.  
 ehr SHNAIdet zich diH HAHrē.  
 ich raZIHre mich.  
 herr MAIer VESHT zich.  
 ich VASHe maine ZOCKen.  
 SHNAIder bühgelt zaine HOHze.  
 ich makhe maine YACKE ett-vass GRÖHsser.  
 herr FISHer makht zaine HOHze ett-vass KÛRtser.

Be sure you know what all these sentences mean.

## SECTION D—LISTENING IN

### 1. What Did You Say?

Give your answers in German for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

### 2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct German for each English expression, without having to read it from the

book. The Leader or one of the members of the group should read the English.

### 3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the German immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

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1. Meyer asks a friend, Koenig, where he can get some things washed and cleaned.

**Unit 11, Record Side 4, beginning. (78 RPM)**

Meyer: Kennen Sie eine gute Wäscherei?

König: Ja, es ist eine sehr gute Wäscherei in der Königstraße.

Was wollen Sie denn waschen lassen?

Meyer: Vier schmutzige Hemden und ein paar Socken.

König: Wollen Sie die Hemden auch bügeln lassen?

Meyer: Aber natürlich!

Ich kann sie doch nicht bügeln.

Bügeln sie dort gut?

König: Ach, gut genug.

Meyer: Mein Mantel ist auch furchtbar schmutzig.

Wo kann ich ihn reinigen lassen?

König: Welchen Mantel wollen Sie reinigen lassen, den da?

Meyer: Ja.

König: Der sieht aber nicht sehr schmutzig aus.

**258** [11-D]

**(33½ RPM) Record Side 11, after 2nd spiral.**

kennen zih aine guhte vesheRAI?

YAH, ess ist aine ZEHR guhte vesherai inn  
dehr KÖHnich-shtrahsse.

vass vollen zih denn VASHen lassen?

fihR shmutsige HEMden unt ain pahr  
ZOCKen.

vollen zih dih hemden aukh BÜHgeln lassen?

ahber nahTÜHR-lich!

ICH kann zih dokh nicht BÜHgeln.

bühgeln zih dort GUHT?

AKH, guht ge-NUHK.

main MANTel ist AUKH furcht-bahr  
shmutsich.

voh kann ich ihn RAInigen lassen?

VELchen mantel vollen zih rainigen lassen,  
DEHN dah?

YAH.

dehr ziht ahber nicht zehr SHMUTsich aus.



Meyer: Doch.

Hier ist er schmutzig,  
und hier, und hier.

König: Warum bringen Sie ihn nicht zu meinem Schneider in der  
Kaiserstraße?

Meyer: Ich muß ihn auch etwas länger machen lassen.

Kann das der Schneider auch machen?

König: Ja, das macht er sehr gut

Meyer: Schön, ich bringe meine schmutzige Wäsche zur Wäscherei

und den Mantel zum Schneider.

2. *You and a friend are going out on a date with two girls.*

**Unit 11, Record Side 4, after 1st spiral. (78 RPM)**

A: Wo gehen wir heute Abend hin?

B: Wo möchten Sie lieber hingehen, ins Kino oder ins Theater?

A: Ins Kino.

B: Ich auch.

Aber die Mädchen wollen das nicht.

Wir werden also ins Theater gehen müssen.

DOCH.

HIHR ist ehr shmutsich,  
unt HIHR, unt HIHR.

vahrumm bringen zih ihn nicht tsuh mainem  
SHNAIderr inn dehr KAIzerr-shtrahsse?

ich muss ihn aukh ett-vass LENGerr makhen  
lassen.

kann DASS dehr shnaider AUKH makhen?

YAH, dass makht ehr zehr GUHT.

SHÖHN, ich bringe maine shmutsige veshe  
tsurr vesheRAI

unt dehn mantel tsumm SHNAIderr.

voh gehen vihr hoite ahbent HINN?

voh möchten ZIH lihber hinn-gehen, inss  
KIHnoh ohder inss tehAHter?

inss KIHnoh.

ICH AUKH.

ahber dih MEHT-chen vollen dass nicht.

vihr vehrden all-zoh inss tehAHter gehen  
müssen.

[11-D] 259

A: Ins Theater?

Ich möchte am liebsten in ein kleines Café gehen

und den ganzen Abend Bier trinken.

B: Was ziehen Sie an, den braunen Anzug?

A: Ja.

B: Könnten Sie mir vielleicht ein sauberes Hemd leihen?

Meine sind nämlich bei der Wäscherei.

A: Ja, gerne.

Ich muß mir jetzt die Schuhe putzen.

B: Ach, das ist nicht nötig.

A: Nein?

B: Nein, das brauchen Sie nicht zu machen.

Sie können sie vom Dienstmädchen in der Pension putzen lassen.

A: Wann treffen wir uns mit den Mädchen?

B: Um halb acht vor dem Restaurant.

A: Es ist jetzt schon sieben.

Wir müssen uns schnell umziehen.

260 [11-D]

inss tehAHter?

ich möchte am liebsten in ein kleines  
kaFEH gehen

und dehn GANTsen AHbent BIHR tringen.

vass tsihen zih ANN, dehn BRAUnen ANN-  
-tsuhk?

YAH.

könnten zih mihr fihlaicht ein ZAUberes  
HEMT laien?

MAIne zint nehm-lich bai dehr vesheRAI.

YAH, GERne.

ich muss mihr yetst di SHUHe putsen.

AKH, dass ist nicht NÖHtich.

NAIN?

NAIN, dass braukhen ZIH nicht tsuh makhen.

zih können zih fomm DIHNST-meht-chen in  
dehr pa<sup>ng</sup>ZYOHN putsen lassen.

VANN treffen vihr unss mitt dehn MEHT-  
-chen?

umm HALP AKHT fohr dehm restohRANG.

ess ist YETST shohn ZIHben.

vihr müssen unss SHNELL UMM-tsihen.

## SECTION E—CONVERSATION

### 1. Covering the German in Basic Sentences (Individual Study)

Cover the German of the *Basic Sentences* and practice saying the German equivalents of the English expressions.

### 2. Vocabulary Check-Up

Give the German expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

### 3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

#### Suggested Conversation Topics

1. You go to a barber shop and ask for a haircut. The barber asks you whether you want a shave and a shampoo. You say no, that's not necessary. Then you talk about the weather, pay, and leave.
2. You go to a barber shop for a shave. The barber notices that you're not a German, asks where you come from, and where you're living now. You tell him about your living quarters.
3. You meet a friend, say hello to him, and offer him a smoke. He wants to take a walk through the town to see the sights, but you say that first you have to take some things to the laundry. He goes with you to the laundry, and you tell them there what you want done. Then you and your friend discuss what you want to see in town, find out where it is, and how to get there.
4. A friend asks you what you're planning to do this afternoon. You say you're going down town. He says fine, you can go together. He has to take some things to the laundry to be washed, and a suit to the tailor's to be cleaned and pressed. You tell him you have to buy some things, and then go to the barber's for a haircut.

## SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of previous lessons if necessary.

[11-F] 261

## FINDER LIST

allerdings [aller-DINGSS] 'you bet, I sure am, he sure does, we sure can', etc.  
 also [ALL-zoh] 'well then, and so'  
 baden [BAHden] 'bathe, take a bath'  
 die Blume,-n [BLUHme] 'flower'  
 bringen [BRINGen] ich bringe . . . mit 'I bring, take along'  
 bügeln [BÜHgeln] 'press, iron'  
 da [DAH] 'then consequently' (contrast dann 'then after that')  
 das Dienstmädchen,- [DIHNST-meht-chen] 'maid'  
 der Eindruck,-e [AIN-druck, -drücke] 'impression'; ich mache einen Eindruck auf sie 'I make an impression on her'  
 fangen (er fängt) [FANGen, FENGT] 'catch'; ich fange . . . an 'I begin'  
 der Friseur,-e (or der Frisör,-e) [frihZÖHR] 'barber'  
 gehen [GEHen]: ich gehe . . . aus 'I go out (on a date, to the theater, etc.)'; contrast ich gehe . . . hinaus 'I go out (of a room, a building, etc.)'  
 das Haar,-e [HAHR] 'hair' (usually used in the plural)

262 [11-F]

der Haarschnitt,-e [HAHR-shnitt] 'haircut'  
 halb [HALP] 'half'; halb sechs 'half past five', etc.  
 hinten [HINTen] 'in back, behind'  
 hoffentlich [HOFFent-lich] 'I hope so!'; hoffentlich nicht! 'I hope not!'; hoffentlich kommt er 'I hope he's coming'  
 holen [HOHlen] 'go and get, fetch'; ich hole . . . ab 'I (go and) pick up'  
 hübsch [HÜPSH] 'pretty, good-looking'  
 jung (=) [YUNG, YÜNGer, YÜNGST-] 'young'  
 lassen (er läßt) [LASSen, LESST] 'let'; ich lasse es machen 'I have it done'  
 Lehmann [LEH-mann] 'Lehmann'  
 das Mädchen,- [MEHT-chen] 'girl'  
 nötig [NÖHtich] 'necessary'  
 putzen [PUTsen] 'shine, polish'  
 rasieren [raZIHren] 'shave'; ich rasiere ihn 'I shave him'; ich rasiere mich 'I shave (myself)'  
 recht [RECHT]: recht kurz 'pretty short', etc.  
 reinigen [RAInigen] 'clean'  
 schneiden [SHNAIden] 'cut'

der Schneider, - [SHNAIdər] 'tailor'

sofort [zoh-FORT] 'immediately, at once, right away'

das Theater, - [tehAHtər] 'theater'; ich gehe ins Theater  
'I go to the theater'

treffen (er trifft) [TREFFen, TRIFFT] 'meet';  
ich treffe sie 'I meet her'; ich treffe mich mit ihr  
'I'm meeting her (by appointment)'

die Uhr, -en [UHR] 'clock, watch'; ein Uhr 'one o'clock',  
etc.

um [UMM]: um ein Uhr 'at one o'clock'; um halb  
zwei 'at half past one'; etc.

die Uniform, -en [uhnihFORM] 'uniform'

unmöglich [UNN-möhk-lich] 'impossible'; das kann  
ich unmöglich machen 'I can't possibly do that'

vergessen (er vergißt) [fer-GESSen, fer-GISST] 'for-  
get'

das Vergnügen, - [fer-GNÜHgen] 'pleasure'; viel  
Vergnügen! 'have a good time!'

vorne [FORne] 'in front'

die Wäsche, -n [VESHe] 'wash'

waschen (er wäscht) [VASHen, VESHT] 'wash';  
ich wasche ihn, es 'I wash him, it'; ich wasche mich  
'I wash (myself)'

die Wäscherei, -en [vesheRAI] 'laundry'

werden (er wird) [VEHRden, VIRT]: used to  
form the future phrase

ziehen [TSIHen]: ich ziehe ihn an 'I dress him';  
ich ziehe mich an 'I get dressed'; ich ziehe es an  
'I put it on'

ziehen [TSIHen]: ich ziehe ihn aus 'I undress him',  
ich ziehe mich aus 'I get undressed'; ich ziehe es  
aus 'I take it off'

ziehen [TSIHen]: ich ziehe ihn um 'I change his  
clothes'; ich ziehe mich um 'I change my  
clothes'

# UNIT 12

## REVIEW

### SECTION A—WHAT DO YOU KNOW IN GERMAN?

This section is a true-false quiz exactly like the one in Unit 6, except that the first item is not a practice item. Prepare paper with numbers from 1 to 80 and mark the statements that you will hear from your Guide or the phonograph record either *T* or *F*. (*If you are using the records, omit statements 74 and 80.*) After you finish the quiz, the Leader will read out the cor-

rect answers for each statement. Check your paper and give your score to your Leader. He will figure out the average for your group. If your score is less than the average number of correct answers or less than 80% correct, you need more review of the previous units.

Spend the rest of the time going over the items on which you had difficulty.

### SECTION B—HOW WOULD YOU SAY IT? (Individual Study)

Prepare to give orally the German for each of the following sentences. Do not write anything down.

English words in square brackets [ ] are to be omitted in German.

#### I

1. I'd like to see a room for about 60 marks per month.
2. Please show me one of the rooms in the second ('first') story.
3. Go up the stairs and then to the left.
4. Do you want to hang the picture here on the wall?

5. I hope the other room has a better bed.
6. When do you want to move in, today or tomorrow?
7. The landlady will show you your new room.
8. Please put ('place') the chair in front of the desk.

**264** [12-B]

## II

1. I have to go down town ('into the city') to buy (myself) a few things.
2. Where can I find a good department store?
3. Good day, sir ('the gentleman'). What can I do for you?
4. I'd like to buy a pair [of] brown shoes, size forty.
5. May I try these shoes on you ('try on in-regard-to-you')?
6. These shoes fit you splendidly. How do you like them ('how please they you')?
7. Please show me the other brown [ones] over there.
8. What else may I show you ('what may I to-you else show')?

## III

1. Waiter, please bring the menu.
2. What may I bring you (you = the lady and gentleman)?
3. What may I order for you?
4. The roast veal tastes wonderful.
5. What do you like better ('what drink you more gladly'), tea or coffee?
6. What would you rather eat for dessert, fruit or cake?
7. How do you take ('drink') your coffee, black or with cream and sugar?
8. Waiter, the bill, please.

## IV

1. How do you like ('how pleases you') the weather today?
2. Do you like thunderstorms?
3. Yesterday the weather was wonderful, but today it's not warm enough.
4. What's the nicest season in New York, the summer?
5. No, in the summer it's much too hot and dry.
6. The weather is the nicest in (the) October.
7. Do you have more snow in the winter than we [do]?
8. No, it's damp, and it rains an awful lot ('awfully much').

V

1. Do you know [of] a good tailor?
2. I'm going (in)to the theater this evening, and I have to get my uniform pressed.
3. When does the theater begin, at half past eight?
4. Yes. I'm meeting Miss Meyer at eight in front of the Café König.
5. First I want to shine my shoes, take a bath, and change my clothes.
6. Then the only thing I have to do is pick up my clean shirts at ('by') the laundry.
7. I'll be glad to lend you ('I lend you gladly') a clean shirt.
8. Well have a good time.

### SECTION C—HOW DID YOU SAY IT?

Quiz by the Leader on the sentences in Section B, asking various members of the group: „Wie sagt man auf deutsch . . . ?“

### SECTION D—HOW WOULD YOU SAY IT? (*Cont.*)

(Individual Study)

Prepare to give orally the German for each of the following sentences:

I

1. I can't afford these shirts. They're too expensive.
2. Which suit are you planning to put on, your new blue [one]?
3. That barber is awful. He cuts my hair too long in front and too short in back.
4. The spring is the grandest season of the whole year.
5. Would you rather sit downstairs in the living room or outdoors in the garden?
6. I was in Chicago last July. The weather was much hotter than here.
7. Who lives in the room next door?
8. That shirt won't match your new suit at all.

266 [12-D]



## II

1. What do you think of ('how find you') the weather here in Germany?
2. Please put the salt and (the) pepper on the table.
3. I'm not going to buy these shoes.
4. Does it snow much here? No, we have very little snow.
5. I hope I'll make a good impression on him ('him' in form 2).
6. What do you wish to drink, sir ('what wish the gentleman to drink')?
7. Waiter, I haven't got any napkin. Please bring me one.
8. How much do I have to spend for a really good overcoat?

## III

1. What kind of shirts do you wish, blue, white, or gray?
2. Where shall we have dinner today ('eat today to evening')?
3. I don't like thunderstorms; it thunders and lightnings so terribly.
4. Could you please show me one of the bedrooms upstairs?
5. Where's the wastebasket? It is ('stands') under the desk.
6. Where can I get my uniform cleaned and pressed?
7. Please open the window. I'm awfully hot.
8. Waiter! One light [beer], please.

## IV

1. I hope the weather's nice tonight. I'm going out with Miss Miller.
2. How does your new room look?
3. Could you please have this suit made a bit ('some-what') smaller?
4. What do you usually eat for breakfast?
5. Next March I'm going to southern Germany to ski ('to the ski-running').
6. Take that dirty shirt off and put on a clean one.
7. I'm moving into a better boarding house tomorrow.
8. Could you please go to the laundry and pick up my wash?

## V

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. This hat looks better than the other [one].</li> <li>2. Good Lord, it's already half past seven. I have to change my clothes.</li> <li>3. Do you want to have the suit made by a tailor?</li> <li>4. In northern Germany they have a lot of rain and fog in the winter.</li> </ol> | <ol style="list-style-type: none"> <li>5. You don't need to tell me where the station is. I know about it all right.</li> <li>6. I'm terribly hungry. Let's eat now.</li> <li>7. Do you shave (yourself) every morning?</li> <li>8. How much does a room with bath cost per day?</li> </ol> |
|--|---|

## SECTION E—HOW DID YOU SAY IT?

Quiz by the Leader on the work you did in Section D. Keep your book closed. The Leader will ask you to take turns in speaking sentences by saying: „Wie

sagt man auf deutsch . . . ?“ If you have a Guide, he will check on your pronunciation and the correctness of your German.

## SECTION F—CONVERSATION REVIEW

Hold a series of conversations, from one to two minutes each, on as many of the topics which have been developed in Units 1-12 as you can, combining

and varying them as you wish. All members of the group should have a change to take part. A few suggested topics:

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. You go into a hotel to get a room without bath. After finding out the price, you ask to see the room and the bathroom. You also ask whether the hotel has a restaurant.</li> </ol> | <ol style="list-style-type: none"> <li>2. At the barber shop—you get a haircut, but don't need a shave. The barber talks about the weather, where you come from, where you live, etc.</li> </ol> |
|--|--|

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3. You ask a stranger directions to get to various places. You want to see a few of the sights in town, go to a restaurant and to the movies. You also want to know how to get back to the station.
4. You ask the portier in a hotel where you can get your shoes shined (this is always done by the maid in the hotel), your laundry done, and a suit cleaned and pressed. He tells you how to get to the various places.
5. You go to a store and buy some articles of clothing. You give the clerk large bills, and he counts out your change.
6. You go to a restaurant and order a full meal for yourself and a lady.
7. You and a German compare the weather in New York and Berlin (or any other two cities).
8. A friend is helping you move into your new room in a boarding house. He asks you where various things belong, and you tell him. After everything is in the room, you offer him a smoke and suggest a glass of beer in a café. He gladly accepts.
9. You have to write a letter home, and you try to borrow writing materials from a friend.
10. You tell a friend you are going out in the evening. Tell him when you have to be where, whom you're going to meet and where, and what you have to do to get ready.









## SUMMARY OF FORMS

### 1. Limiting Words: *der*

#### *As a noun-modifier*

<b>1</b>	<b>der</b>	<b>daß</b>	<b>die</b>	<b>die</b>
<b>2</b>	<b>den</b>	<b>daß</b>	<b>die</b>	<b>die</b>
<b>3</b>	<b>dem</b>	<b>dem</b>	<b>der</b>	<b>den</b>
<b>4</b>	<b>deß</b>	<b>deß</b>	<b>der</b>	<b>der</b>

The word *der* has these forms when it is used before a noun or adjective, meaning (unaccented) 'the', (accented) 'that'.

#### *As a pronoun*

<b>der</b>	<b>daß</b>	<b>die</b>	<b>die</b>
<b>den</b>	<b>daß</b>	<b>die</b>	<b>die</b>
<b>dem</b>	<b>dem</b>	<b>der</b>	<b>denen</b>
<b>deß</b>	<b>deß</b>	<b>deren</b>	<b>deren</b>

The word *der* has these forms when it is used alone, either (unaccented) as a relative pronoun, or (accented) as a demonstrative pronoun meaning 'that one, that person'.

### 2. Other Limiting Words

#### *The dieser-words*

<b>1</b>	<b>dieser</b>	<b>dieses</b>	<b>diese</b>	<b>diese</b>
<b>2</b>	<b>diesen</b>	<b>dieses</b>	<b>diese</b>	<b>diese</b>
<b>3</b>	<b>diesem</b>	<b>diesem</b>	<b>dieser</b>	<b>diesen</b>
<b>4</b>	<b>dieses</b>	<b>dieses</b>	<b>dieser</b>	<b>dieser</b>

Like *dies-* 'this' are: *welch-* 'which', *jed-* 'each, every', *all-* 'all', *beid-* 'both', *solch-* 'such'.

#### *The ein-words*

<b>1</b>	<b>ein(er)</b>	<b>ein(ß)</b>	<b>eine</b>	<b>feine</b>
<b>2</b>	<b>einen</b>	<b>ein(ß)</b>	<b>eine</b>	<b>feine</b>
<b>3</b>	<b>einem</b>	<b>einem</b>	<b>einer</b>	<b>feinen</b>
<b>4</b>	<b>eines</b>	<b>eines</b>	<b>einer</b>	<b>feiner</b>

Like *ein* 'a, an' are: *kein* 'no, not a, not any', *mein* 'my', *sein* 'his', *ihr* 'her', *unser* 'our', *Ihr* 'your', *ihr* 'their' (*dein* 'your', *euer* 'your'). These words take the endings in parentheses only when they are used alone.



### 3. Adjectives

#### *Preceded by a limiting word*

1	—e (—er)	—e (—es)	—e	—en
2	—en	—e (—es)	—e	—en
3	—en	—en	—en	—en
4	—en	—en	—en	—en

Adjectives preceded by a limiting word take these endings. The endings in parentheses are used only after ein-words.

#### *Not preceded by a limiting word*

1	—er	—es	—e	—e
2	—en	—es	—e	—e
3	—em	—em	—er	—en
4	(—en)	(—en)	—er	—er

Adjectives not preceded by a limiting word take these endings. Only the rare endings in parentheses differ from the dießer-endings.

### 4. Pronouns

	'who'	'I'	'he, it'	'she, it'	'it'	'we'	'you'	'they'	('you'	'you')
1	wer	ich	er	sie	es	wir	Sie	sie	(du	ihr)
2	wen	miß	ihn	sie	es	uns	Sie	sie	(diß	euch)
3	wem	mir	ihm	ihr	ihm	uns	Ihnen	ihnen	(dir	euch)
4	wessen	—	—	—	—	—	—	—	(—	—)

NOTE. Der-nouns and forms are traditionally called 'masculine', das-nouns and forms 'neuter', and die-nouns and forms 'feminine'. Since there is obviously nothing masculine, neuter, or feminine about any nouns

or forms, these terms are apt to be confusing, and have therefore not been used in this book. Other traditional names: form 1 'nominative', form 2 'accusative', form 3 'dative', form 4 'genitive'.

## NUMBERS

### Cardinal

eins  
zwei  
drei  
vier [FIHR]  
fünf  
sechs [ZEKS]  
sieben  
acht  
neun  
zehn  
elf  
zwölf  
dreizehn  
vierzehn [FIRR-tsehn]  
fünfzehn  
sechzehn [ZECH-tsehn]  
siebzehn  
achtzehn  
neunzehn  
zwanzig  
einundzwanzig  
dreißig

### Ordinal

erst- [EHRST-]  
zweit-  
dritt-  
viert- [FIHRT-]  
fünft-  
sechst- [ZEKST-]  
siebent- *or* siebt-  
acht-  
neunt-  
zehnt-  
elft-  
zwölft-  
dreizehnt-  
vierzehnt- [FIRR-tseht-]  
fünfzehnt-  
sechzehnt [ZECH-tseht-]  
siebzehnt-  
achtzehnt-  
neunzehnt-  
zwanzigst-  
einundzwanzigst-  
dreißigst-

### Fractions

——  
halb, die Hälfte  
das Drittel  
das Viertel [FIRRtel]  
das Fünftel  
das Sechstel [ZEKStel]  
das Siebentel *or* Siebtel  
das Achtel  
das Neuntel  
das Zehntel  
das Elftel  
das Zwölftel  
das Dreizehntel  
das Vierzehntel [FIRR-tsehttel]  
das Fünfzehntel  
das Sechzehntel [ZECH-tsehttel]  
das Siebzehntel  
das Achtzehntel  
das Neunzehntel  
das Zwanzigstel  
das Einundzwanzigstel  
das Dreißigstel

vierzig [FIRRtsich]  
fünzig  
sechzig [ZECHtsich]  
siebzig  
achtzig  
neunzig  
hundert  
tausend

vierzigst- [FIRRtsichst-]  
fünzigst-  
sechzigst- [ZECHtsichst-]  
siebzigst-  
achtzigst-  
neunzigst-  
hundertst-  
tausendst-

das Vierzigstel [FIRR-tsichstel]  
das Fünzigstel  
das Sechzigstel [ZECH-tsichstel]  
das Siebzigstel  
das Achtzigstel  
das Neunzigstel  
das Hundertstel  
das Tausendstel

**NOTE.** For further information on the cardinal numbers, see Unit 1, Useful Words and Phrases (B), Unit 8, Additional Numbers and Hints on Pronunciation and

Spelling; on the ordinal numbers, Unit 13, Word Study C, Unit 14, Word Study G (1); and on fractions, Unit 21, Word Study C.

## VOCABULARIES

The following vocabularies naturally include only the words that are used in this book. To look up other words, you may want to buy a dictionary. A number of German-English, English-German dictionaries are published in the United States, of varying sizes, costs, and qualities; any one of them will do. The firm of Langenscheidt, in Germany, also publishes good dictionaries in several sizes. If you have really mastered the contents of this book, you may want to buy an all-German dictionary. By far the best one for all ordinary purposes is *Der Sprach-Brockhaus*, published by F. A. Brockhaus, in Leipzig, Germany. Even though this excellent dictionary is written entirely in German and for Germans, it is very

useful to foreigners as well, particularly because of its many helpful pictures, tables, and diagrams.

A word of warning on using a German-English, English-German dictionary. When you look up a German word you don't know, and find four or five different English translations, you know enough English to pick the right one. But when you look up an English word, and find four or five different German translations, your chances of picking the right one are very slim—only 1 in 4, or 1 in 5. At that rate, it simply isn't worth it. So unless you want to be wrong 3 out of 4, or even 4 out of 5 times, you'd better give the whole thing up and try to say what you want in words that you already know.

## GERMAN-ENGLISH VOCABULARY

This list contains all the German words that occur anywhere in units 1-30, with the exception of those that are included in the supplementary word lists, etc., on the immediately preceding pages. All words are listed alphabetically, but they are arranged in such a way as to show you how they are put together. For example, *der Schreibtisch* is listed under *schreiben*; there is also a reference to it under *der Tisch*. Similarly, *die Wäsche* and *die Wäscherei* are listed under *waschen*; natürlich

is listed under *die Natur*; *die Erfüllung* is listed under *erfüllen*, with a reference to *falt*; the phrase *ich führe . . . aus* is listed under *führen*, with a reference to *die Ausführung*; etc.

**Nouns** are followed by an abbreviated indication of the way they form their plural; for details, see Unit 7, Word Study C. Nouns that are simply followed by a dash (*Befannt-*, *der Alliiert-*, etc.) take adjective endings; see Unit 9, Word Study B, and Unit 13, Word Study E.

**Adjectives** that take umlaut in the comparative and superlative are followed by (=:), for example: alt (=:) 'old'. For details, see Unit 10, Word Study A.

**Verbs** that have any irregular forms are listed in full; for details, see Unit 14, Word Study E. Verbs that make their perfect and pluperfect phrases with *sein* are listed with either *ist* or *bin* in front of the participle: *fahren*, *er fährt*, *fuhr*, *ist gefahren*; *stehen*, *stand*, *gestanden*—*ich stehe* . . . *auf* (*bin aufgestanden*). Remember, however, that as soon as a verb has an object in form 2, it makes its perfect and pluperfect phrases with *haben*: *ich habe den Wagen gefahren*; see Unit 14, Word Study D.

*der Abend*, -e 'evening' (*Donnabend*), *guten Abend* 'good evening', *ich esse zu Abend* 'I eat (evening) dinner'; *abends* 'evenings, in the evening'; *die Abendausgabe*, -n 'evening edition', *das Abendbrot*, -e 'supper', *das Abendessen*, - '(evening) dinner', *die Abendzeitung*, -en 'evening newspaper'

*aber* 'but', *aber natürlich* 'why of course'

*abhängig* 'dependent' (from *es hängt . . . ab*)

*das Abteil*, -e 'compartment (on a train)' (cf. *der Teil*, -e)

*ach* 'oh', *ach was* 'aw'

*die Achse*, -n [AKse] 'axis'

*die Adresse*, -n [aDRESSe] 'address'

*all*: *pl.* *alle* 'everybody', *es ist alle* 'it's all gone', *alles* 'everything', *vor allem* 'above all'

*allein* 'alone'

**Pronunciation** is indicated only where the regular spelling is not clear; see the Hints on Pronunciation and Spelling in Units 7—9. Remember that a vowel is short if it is followed by two consonant letters (*h<sub>err</sub>*); and that it is long if it is followed by only one consonant letter (*h<sub>er</sub>*), or if it is followed by *h* (*m<sub>ehr</sub>*), or if it is doubled (*h<sub>eer</sub>*). Exceptions to these rules are given in simplified spelling. Unless otherwise indicated, all words are accented on the first syllable; but those beginning with the prefixes *be-*, *ent-*, *er-*, *ge-*, *ver-*, *zer-* are accented on the second syllable.

**Abbreviations**: sg. 'singular', pl. 'plural', cf. 'compare'.

*allerdings* [aller-DINGSS] 'you bet, I sure am, he sure does, we sure can', etc.

*alliiere[n]* [allihIHren] '(to) ally'; *der Alliiert-* '(the) ally' (1) *als* 'when (once in the past)'

(2) *als*: *besser als* 'better than', *als eine der Centralmächte* 'as one of the Central Powers', *als ob* 'as if', *nichts als* 'nothing but'

*also* 'and so, well then'

*alt* (=:) 'old'

*das Amt*, -er 'public office' (*Postamt*, *Telegraphenamt*, *Telephonamt*), *das Fräulein vom Amt* 'telephone operator'; *amtlich* 'official'

*amüsieren* [amühZIHren] 'amuse', *ich amüsiere mich* 'I have a good time'

*an* (plus forms 2 and 3) 'up to (the side of), at (the side of)', *an sich* 'as a matter of fact, to tell the truth'

**ander-** 'other, different', ein **ander-** 'another (= a different)', form without ending is **anders**; **ändern** 'alter (clothes, etc.)' (cf. **verändern**)

**anderthalb** 'one and a half'

der **Anfang**, -e 'beginning', der **Anfänger**, - 'beginner' (from **ich fange . . . an**)

der **Angriff**, -e 'attack' (from **ich greife . . . an**)

die **Annahme**, -n 'assumption' (from **ich nehme . . . an**)

der **Anruf**, -e 'telephone call' (from **ich rufe . . . an**)

die **Anzahl**, -en 'number, quantity' (cf. **die Zahl**)

der **Anzug**, -e 'suit (of clothes)' (**Badeanzug**) (from **ich ziehe . . . an**)

der **Apfel**, - 'apple'

die **Apothek**, -n [apohTEHke] 'druggist's shop (where prescriptions are filled)'; der **Apotheker**, - 'druggist'

der **Apparat**, -e [appahRAHT] 'apparatus' (**Reisierapparat**), am **Apparat**! 'speaking!'

der **April**, -e [ahPRILL] 'April'

die **Arbeit**, -en '(the) work', der **Arbeitgeber**, - 'employer', der **Arbeitnehmer**, - 'employee'; **arbeiten** '(to) work' (cf. **verarbeiten**), der **Arbeiter**, - 'worker'

**arm** (:) 'poor'

der **Arm**, -e 'arm'

die **Armee**, -n [arMEH] 'army'

die **Artillerie**, -n [ARtillerih] 'artillery'

der **Arzt**, -e 'physician, doctor'

das **Aspirin** [aspihRIHN] 'aspirin'

**auch** 'also, too'

**auf** (plus forms 2 and 3) 'on (top of)', **auf deutsch** 'in German', **auf Wiedersehen** 'goodbye'

der **Aufstand**, -e 'uprising' (from **ich stehe . . . auf**)

das **Auge**, -n 'eye'; der **Augenblick**, -e 'moment', einen **Augenblick**! 'just a minute!'

der **August**, -e [auGUST] 'August (month)'

**aus** (plus form 3) 'out of', **ich komme aus Berlin** 'I'm from Berlin'; **außen** 'outside', der **Außenhandel**, - 'foreign trade'; **außer** (plus form 3) 'except (for)'

der **Ausdruck**, -e 'expression' (from **der Druck**)

der **Ausflug**, -e 'outing, picnic', **ich mache einen Ausflug** 'I go on a picnic' (from **der Flug**)

die **Ausfuhr**, -en 'exportation' (from **ich führe . . . aus**)

die **Ausgabe**, -n 'edition' (**Abendausgabe**)

der **Ausgang**, -e 'exit' (from **der Gang**)

**ausgezeichnet** 'splendid, excellent'

das **Ausland** 'all the world outside of one's home country', ins **Ausland** '(to) abroad', im **Ausland** '(at) abroad'; der **Ausländer**, - 'foreigner (man)', die **Ausländerin**, -nen 'foreigner' (woman)'

der **Auswanderer**, - 'emigrant', die **Auswanderung**, -en 'emigration' (from **ich wandere . . . aus**)

das **Auto**, -s [AUtoh] 'auto', **ich fahre Auto** 'I drive an auto'; der **Autobus**, -se 'bus', die **Autoindustrie**, -n 'auto industry', der **Autounfall**, -e 'auto accident'

**backen**, er bäckt, backte *or* buk, gebacken 'bake'; der Bäcker, - 'baker'; die Bäckerei, -en [beckeRAI] 'bakery'  
**das Bad**, -er 'bath'; baden 'bathe, take a bath'; der Badeanzug, -e 'bathing suit', die Badehose, -n 'bathing trunks', das Badetuch, -er 'bath towel', das Badezimmer, - 'bathroom'  
**die Bahn**, -en: short for die Eisenbahn, -en 'railroad', die Straßenbahn, -en 'street railway, street car' (Reichsbahn); der Bahnhof, -e 'railroad station', der Bahnsteig, -e 'track, platform (in a station)'  
**balb** 'soon'  
**der Ball**, -e 'ball (to throw), ball (dance)' (Fußball, Handball, Rorbball)  
**die Bank**, -en 'bank'  
**die Bar**, -s 'bar'  
**bauen** 'build', ich baue . . . an 'I plant, cultivate'; der Bauer, -n *or* -n, -n 'farmer', der Bauernhof, -e 'farm, farmyard'  
**der Baum**, -e 'tree' (Obstbaum); die Baumwolle, -n 'cotton'  
**bedeuten** 'mean, signify'; die Bedeutung, -en 'meaning, significance'  
**befördern** 'promote'  
**begründen** 'found, establish' (from der Grund, -e)  
**bei** (plus form 3) 'with, at, on, by': bei mir 'at my house', bei uns 'in our country', er hat eine Pfeife bei sich 'he has a pipe with him, on his person', beim (= bei dem) Arzt 'at the doctor's'; der Beiwagen, - 'sidecar'

**das Bein**, -e 'leg'  
**das Beispiel**, -e 'example', z. B. (= zum Beispiel) 'for example'  
**befannt** '(well) known, acquainted' (from kennen), Bekannt- 'friend, acquaintance', ich gebe . . . bekannt 'I announce, make known publicly'  
**bekommen**, bekam, bekommen 'get, receive'  
**belegen** 'cover (with something)', ein belegtes Brot 'a sandwich' (piece of bread with cheese, ham, or sausage on it)  
**das Benzin**, -e [benTSIHN] 'gasoline'  
**bereits** 'already'  
**der Berg**, -e 'mountain' (cf. das Gebirge); das Bergwerk, -e 'mine' (Rohlenbergwerk)  
**der Bericht**, -e '(the) report' (Wetterbericht); der Berichtserstatter, - '(newspaper) reporter'; berichten '(to) report'  
**beruhen**: es beruht auf (plus form 3) 'it rests on, is based on'  
**beruhigen** 'calm (someone) down'; ich beruhige mich 'I calm down'; beruhigen Sie sich! 'take it easy!'  
**berühmt** 'famous' (weltberühmt)  
**der Bescheid**, -e 'information', ich weiß Bescheid 'I know about it'  
**besezen** 'occupy', ist dieser Platz besezt? 'is this seat taken?', die Leitung ist besezt 'the line is busy'; die Besezung, -en 'occupation (of an area)'



**besiegen** 'be victorious over, vanquish' (from der Sieg, -e)  
**besitzen, besaß, besessen** 'own, possess'  
**besonder-** 'special', form without ending is **besonders**  
 (from Sonder-)  
**besser** 'better'; **bessern**: ich **bessere** mich 'I improve'; die  
 Besserung, -en 'betterment', gute Besserung! 'I hope  
 you get well soon!'  
**best-** 'best'  
**bestehen, bestand, bestanden**: es **besteht** aus 'it con-  
 sists of'  
**bestellen** 'order'  
**bestimmt** 'definite'; die Bestimmtheit, -en 'definiteness'  
 der **Besuch**, -e '(the) visit'; **besuchen** '(to) visit' (cf. suchen)  
**betrinken, betrank, betrunken**: ich **betrinke** mich 'I get  
 drunk', betrunken 'drunk, intoxicated'; die Betrunken-  
 heit, -en 'drunkenness'  
 das **Bett**, -en 'bed'; die Bettdecke, -n 'bedspread', die  
 Bettlampe, -n 'bed lamp'  
**bezahlen** 'pay', es **macht** sich **bezahlt** 'it pays for itself',  
 ich **bezahle** . . . ab 'I pay off'; die **Bezahlung**, -en 'pay-  
 ment' (cf. die Zahl, -en)  
**biegen, bog, gebogen** 'bend'; ich **biege** . . . ein (bin  
 eingebogen) 'I turn in (while driving)'  
 das **Bier**, -e 'beer'; der **Biertrinker**, - 'beer drinker'  
**bieten, bot, geboten**: ich **biete** . . . an 'I offer'  
 das **Bild**, -er 'picture'; **bilden** 'form'  
**binden, band, gebunden** 'tie' (cf. verbinden); der **Bind-**  
**faden**, - 'string'

die **Birne**, -n 'pear'  
**bis** 'until', **bis Freitag** 'by Friday'  
**bißchen**: ein **bißchen** 'a bit'  
**bitten, bat, gebeten** 'ask (for something), request', er  
 bittet mich um . . . 'he asks me for . . .'; **bitte, bitte**  
 sehr, **bitte schön** 'please, you're welcome, etc.' (general  
 phrase of politeness)  
**blau** 'blue'; **bläulich** 'bluish'  
**bleiben, blieb, ist geblieben** 'stay'; ich **bleibe** . . . aus 'I  
 stay out'; ich **bleibe** . . . stehen 'I stop'  
 der **Bleistift**, -e 'pencil'  
 der **Blick**, -e '(the) look' (Augenblick); **bliden** '(to) look'  
 der **Blitz**, -e 'flash of lightning'; **blitzen**: es **blitzt** 'it  
 lightnings'  
 die **Blume**, -n 'flower'  
 das **Blut**, -e 'blood'; **blutig** 'bloody'; der **Blutdruck**, -e  
 'blood pressure'  
 der **Boden**, - 'ground' (Fußboden); der **Bodenschatz**, -e  
 'natural resource'  
 die **Bombe**, -n '(the) bomb', das **Bombenflugzeug**, -e  
 'bomber plane'; **bombardieren** '(to) bomb, bombard',  
 die **Bombardierung**, -en 'bombing, bombardment'  
 das **Boot**, -e 'boat' (Landungsboot, Ruderboot)  
 der **Bote**, -n, -n 'messenger' (Eilbote, Postbote)  
**bogen** 'box'; der **Boxkampf**, -e 'boxing match'  
**braten, er brät, briet, gebraten** 'fry, roast'; **Bratkartoffeln**  
 'fried potatoes', die **Bratpfanne**, -n 'frying pan'; der  
**Braten**, - 'roast (of meat)' (Kalbsbraten, Schweinebraten)



**brauchen** 'need'

**braun** 'brown'; bräunlich 'brownish'

**brechen**, er bricht, brach [BRAHKH], ist gebrochen 'break' (cf. der Bruch, -e)

**die Bremse**, -n 'brake'; bremsen 'put on the brakes'

**der Brief**, -e 'letter' (Eilbrief); **der Briefkasten**, - 'mail-box', **die Briefmarke**, -n 'postage stamp', **das Briefpapier**, -e 'letter paper', **der Briefträger**, - 'mailman', **der Briefumschlag**, -e 'envelope (for a letter)'

**bringen**, brachte, gebracht 'bring'; ich bringe . . . mit 'I take along'

**das Brot**, -e 'bread' (Abendbrot, Butterbrot); **das Brötchen**, - 'roll'

**der Bruch**, -e 'break, rupture' (from brechen)

**der Bruder**, - 'brother'; brüderlich 'brotherly'

**das Buch**, -e [BUHKH, BÜHcher] 'book' (Rechbuch, Telefonbuch)

**bügeln** 'press, iron'

**der Bulle**, -n, -n 'bull'

**die Bürste**, -n '(the) brush' (Haarbürste, Schuhbürste, Zahnbürste); bürsten '(to) brush'

**die Butter** 'butter'; **das Butterbrot**, -e 'sandwich'

**das Café**, -s [kaFEH] 'café'

**die Chemie** [chehMIH] 'chemistry'; chemisch [CHEHmish] 'chemical'; **der Chemiker**, - [CHEHmiker] 'chemist'; **Chemikalien** [chehmihKAHlyen] 'chemicals'

(der) **Christus** [KRISTus] 'Christ', v. Chr. (= vor Christus) 'B. C.', n. Chr. (= nach Christus) 'A. D.'

**der Cocktail**, -s [KOCK-tehl] 'cocktail'

(1) **da** 'there, then consequently', **da drüben** 'over there'; **daher** [dah-HEHR] 'from there, therefore', **dahin** [dah-HINN] 'to there'

(2) **da** 'since, because'

**da(r)-**: davon [dah-FONN] 'from it, them', darin [dahrINN] 'in it, them', etc.; **damit** [dah-MITT] 'in order that, so that'

**die Dame**, -n 'lady'

**der Dank** 'thanks', vielen Dank 'many thanks, thanks a lot'; **danke** 'thank': ich danke Ihnen für . . . 'I thank you for . . .'; **danke**, danke sehr, danke schön 'thank you'

**dann** 'then (after that)'

**daß** (conjunction) 'that'

**dauern** 'last, continue', dauernd 'continuingly': er hat dauernd Pech 'he keeps having bad luck'

**die Decke**, -n 'covering', also short for Bettdecke 'bed-spread', Tischdecke 'tablecloth', Wolldecke 'blanket', Zimmerdecke 'ceiling'; **decken** 'cover', ich decke den Tisch 'I set the table'

**demokratisch** [dehmohKRAHtish] 'democratic'

**denken**, dachte, gedacht 'think'

**denn**: often used in questions, meaning something like 'do tell me'

**deswegen** [DESS-vehgen] 'because of that, that's why'

**der Dezember**, - [dehTSEMber] 'December'

**dienen** (plus form 3) 'serve', womit kann ich Ihnen dienen? 'what can I do for you?' (cf. verdienen); **der Diener**, - 'servant, butler'

**der Dienst**, -e 'service'; **das Dienstmädchen**, - 'maid'

**der Dienstag**, -e 'Tuesday'

**die Diktatur**, -en [diktahTUHR] 'dictatorship'

**das Ding**, -e 'thing'; **das Ding**, -er 'gadget, whasis, thingumajig'

**direkt** [dihREKT] 'direct'

(1) **doch** (intensifier): kommen Sie doch mit uns! 'do come with us', Sie können doch Deutsch verstehen! 'you can (certainly) understand German, can't you?'

(2) **doch** 'oh yes' (after a negative statement or question): rauchen Sie nicht? — doch 'don't you smoke?—oh yes (I do)'

**der Doktor**, -en [DOKtohr, dokTOHren] 'doctor (of medicine, philosophy, law, etc.)'

**der Dom**, -e 'cathedral'

**der Donner**, - 'thunder'; **der Donnerstag**, -e 'Thursday', zum Donnermetter! 'for crying out loud!'; **donnern** 'to thunder'

**das Dorf**, -er 'village'

**dort** 'there'

**dr-**: draußen 'outside, outdoors', drin = darin, drinnen 'inside, indoors', droben 'up there', drüben 'over there', drunten 'down there'

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**der Drilling**, -e 'triplet'

**der Drogerie**, -n [drohgeRIH] 'drugstore'

**der Druck**, -e 'pressure' (Ausdruck, Blutdruck, Eindruck, Luftdruck)

**dumm** (≡) 'dumb, stupid'; **die Dummheit**, -en 'stupidity'

**dunkel** 'dark', ein Dunkles! 'one dark beer!'; **die Dunkelheit**, -en 'darkness'

**durch** (plus form 2) 'through'

**dürfen**, ich darf, durfte, gedurft 'may, be allowed to'

**der Durst** 'thirst', ich habe Durst 'I'm thirsty'; **durstig** 'thirsty'

**das Duzend**, -e 'dozen'

**eben** 'level'; **die Ebene**, -n 'plain' (Tiefebene)

**die Ecke**, -n 'corner' (vieredig)

**ehe** (conjunction) 'before'

**das Ei**, -er 'egg'

**eigen** 'own'

**eigentlich** 'as a matter of fact'

**die Eile** '(the) hurry'; eilen (ist geeilt) '(to) hurry'; **der Eilbote**, -n, -n 'special delivery mailman', per Eilboten 'by special delivery'; **der Eilbrief**, -e 'special delivery letter'

**ein**: **die Einheit**, -en 'unit', einheitlich 'unified, uniform'; einmal 'once'

**einander** [ainANder] 'one another, each other': **gegen-**einander, miteinander, etc.

**der Eindruck**, -e 'impression' (from **der Druck**)  
**einfach** 'simple'; die **Einfachheit**, -en 'simplicity'  
**die Einfuhr**, -en 'importation' (from **ich führe** . . . ein)  
**der Eingang**, -e 'entrance' (from **der Gang**)  
**einige** 'some, several, a few'  
**die Einladung**, -en 'invitation' (from **ich lade** . . . ein)  
**der Einwanderer**, - 'immigrant', die **Einwanderung**, -en  
 'immigration' (from **ich wandere** . . . ein)  
**der Einwohner**, - 'inhabitant' (from **wohnen**)  
**einzel**n 'individual, single'  
**einzig** 'single, sole'  
**das Eisen**, - 'iron'; die **Eisenbahn**, -en 'railroad, railway',  
**das Eisenerz**, -e 'iron ore'  
**Eltern** 'parents'  
**das Ende**, -n 'end', es ist zu Ende 'it's over' (Wochenende);  
 endlich 'finally'  
**der Enkel**, - 'grandson', die **Enkelin**, -nen 'granddaughter'  
**entspringen**, **entsprang**, ist **entsprungen** 'rise (as a river  
 at its source)' (from **springen**)  
**entweder** . . . **oder** 'either . . . or'  
**entwickeln** 'develop', **ich entwickle mich** 'I develop (myself)'  
**entzünden** 'inflamm'; die **Entzündung**, -en 'inflammation'  
 (Lungenentzündung)  
**erinnern**: **ich erinnere ihn an** (plus form 2) 'I remind him  
 of', **ich erinnere mich an** 'I remember'

**erfalten**: **ich erfalte mich** 'I catch cold' (from **kalt**); die  
**Erfältung**, -en 'cold'  
**erklären** 'explain, declare', **ich erkläre ihm den Krieg** 'I  
 declare war on him' (from **klar**); die **Erklärung**, -en  
 'explanation'  
**erleben** 'experience, go through, live to see' (from **leben**)  
**ermorden** 'murder'  
**die Ernte**, -n 'harvest'  
**erobern** 'conquer (territory)'  
**eröffnen** 'open (a meeting, etc.)' (from **öffnen**); die  
**Eröffnung**, -en 'opening, disclosure'  
**erreichen** 'reach, get in contact with'  
**der Ersatz** 'substitute', das **Ersatzprodukt**, -e 'substitute  
 product'  
**erscheinen**, **erschien**, ist **erschienen** 'appear, come into view'  
 (from **scheinen**)  
**erst** [EHRST] 'first', **erst gestern** 'only yesterday, not until  
 yesterday'  
**erstrecken**: es **erstreckt sich** 'it extends'  
**das Erz**, -e 'ore' (Eisenerz)  
**erzählen** 'tell (a story), relate' (cf. **zählen**); die **Erzählung**,  
 -en 'story, tale'  
**essen**, er **ißt**, aß, **gegessen** 'eat'; der **Esstisch**, -e 'dining  
 table', das **Esszimmer**, - 'dining room', der **Esszimmer-**  
**tisch**, -e 'dining room table'; das **Essen**, - 'meal, food'  
 (Abendessen, Mittagessen)  
**etwa** 'approximately, about'

etwas 'something, somewhat', etwas Brot 'some bread';  
 often shortened to was: so was 'something like that'  
 die Fabrik,-en [fahBRIHK] 'factory' (Flugzeugfabrik,  
 Kriegsfabrik, Munitionsfabrik)  
 der Faden,- 'thread' (Bindfaden)  
 fahren, er fährt, fuhr, ist gefahren 'go (in a vehicle),  
 drive', ich fahre . . . ab 'I leave, depart', ich fahre . . . an  
 'I run into', ich fahre . . . durch 'I travel (straight)  
 through'; der Fahrer,- 'driver, chauffeur'; die Fahr-  
 karte,-n 'ticket (for traveling)', der Fahrplan,-e 'time-  
 table', das Fahrrad,-er 'bicycle'  
 fallen, er fällt, fiel, ist gefallen 'fall'; der Fall,-e 'fall, case'  
 falsch 'wrong'  
 die Familie,-n [faMIHlye] 'family'  
 fangen, er fängt, fing, gefangen 'catch, capture'; ich  
 fange . . . an 'I begin' (der Anfang,-e, der Anfänger,-);  
 der Fang,-e 'catch'  
 die Farbe,-n 'color'; farbig 'colored'; färben 'dye'  
 fast 'almost'  
 faul 'lazy'  
 der Februar,-e [FEHbruhr] 'February'  
 die Feier,-n 'celebration'; feiern 'celebrate'  
 der Feind,-e 'enemy'; feindlich 'enemy, hostile'  
 das Feld,-er 'field' (Getreidefeld); der Feldwebel,- 'tech-  
 nical sergeant' (Infantry or Engineers); der Feldzug,-e  
 'campaign'  
 das Fenster,- 'window'

fern 'far', der Ferne Osten 'the Far East'  
 fertig 'ready, done'; die Fertigware,-n 'manufactured  
 article'  
 feucht 'damp'  
 das Feuer,- 'fire', haben Sie Feuer? 'have you got a  
 light?'; feurig 'fiery'; die Feuerversicherung,-en 'fire  
 insurance'  
 das Fieber,- 'fever'  
 der Film,-e 'film, moving picture' (Hauptfilm); der  
 Filmschauspieler,- 'movie actor'  
 finden, fand, gefunden 'find', wie finden Sie das Wetter?  
 'what do you think of the weather?' (cf. der Fund,-e)  
 flach 'flat, shallow'; die Fläche,-n 'surface'  
 die Flak [FLACK] 'antiaircraft, flak'  
 die Flasche,-n 'bottle'  
 das Fleisch,-e 'meat' (Kalbfleisch, Schweinefleisch); die  
 Fleischsuppe,-n 'meat soup'  
 fliegen, flog, ist geflogen 'fly' (cf. der Flug,-e); der  
 Flieger,- 'aviator'  
 fließen, floß, ist geflossen 'flow' (cf. der Fluß,-e)  
 die Flotte,-n 'fleet'; der Flottenstützpunkt,-e 'naval base'  
 der Flug,-e 'flight' (from fliegen); das Flugzeug,-e 'air-  
 plane' (Bombenflugzeug), die Flugzeugfabrik,-en 'air-  
 plane factory'  
 der Fluß,-e 'river' (from fließen)  
 fort 'forth, away'; der Fortschritt,-e 'progress', ich mache  
 Fortschritte 'I make progress'

**die Frage**, -n 'question'; fragen 'ask (a question)'  
**die Frau**, -en 'woman, wife, Mrs.'; das **Fräulein**, - 'Miss, waitress, salesgirl', das **Fräulein vom Amt** 'telephone operator'  
**frei** 'free, unoccupied', das **Frei**- 'the open', im **Freien** 'in the open'; die **Freiheit**, -en 'freedom, liberty'; die **Freistadt**, -e 'free city', freiwillig 'voluntary', ich melde mich freiwillig 'I volunteer', der **Freiwillig**- '(the) volunteer' (from der freie Wille)  
**der Freitag**, -e 'Friday'  
**freuen** 'make happy', ich freue mich 'I am glad'  
**der Freund**, -e 'friend, boy-friend', die **Freundin**, -nen 'girl-friend'; freundlich 'friendly, kind'  
**der Frieden**, - 'peace'; der **Friedensvertrag**, -e 'peace treaty'  
**der Friseur**, -e [frihZÖHR] 'barber'  
**die Front**, -en '(battle)front'  
**früh** 'early (opposite of *late*)', zu früh 'early (opposite of *on time*)', morgen früh 'tomorrow morning', wir hatten früher 'we used to have'; das **Frühjahr**, -e 'spring', der **Frühling**, -e 'spring', das **Frühstück**, -e 'breakfast'  
**fühlen** 'feel (something)', wie fühlen Sie sich? 'how do you feel?'  
**führen** 'lead', ich führe . . . ein 'I introduce, import' (die **Einfuhr**), ich führe . . . aus 'I export' (die **Ausfuhr**); der **Führer**, - 'leader'; der **Führerschein**, -e 'driver's license'  
**füllen** 'fill', ich fülle . . . aus 'I fill out', die **Füllung**, -en 'filling, stuffing'; der **Füllfederhalter**, - 'fountain pen'

**der Fund**, -e 'find' (from finden)  
**für** (plus form 2) 'for'  
**furchtbar** 'awful'  
**der Fuß**, -e 'foot'; der **Fußball**, -e 'soccer, soccer ball', die **Fußballmannschaft**, -en 'soccer team', das **Fußballspiel**, -e 'soccer game'; der **Fußboden**, - 'floor (of a room)'  
**die Gabel**, -n 'fork'  
**der Gang**, -e 'gearshift speed, walk' (**Ausgang**, **Eingang**, **Rückgang**, **Spaziergang**) (from gehen)  
**ganz** 'whole, quite'; gänzlich 'completely'  
**gar**: gar nicht 'not at all', gar nichts 'nothing at all', gar fein 'no . . . at all'  
**die Garage**, -n [gahRAHzhe] 'garage'  
**der Garten**, - 'garden, back yard' (**Gemüsegarten**, **Obstgarten**)  
**das Gas**, -e 'gas'; gasig 'gaseous'; der **Gashebel**, - 'accelerator'  
**der Gast**, -e 'guest'; das **Gasthaus**, -er 'inn'  
**geben**, er gibt, gab, gegeben 'give', es gibt 'there is, there are'; ich gebe . . . auf 'I give up', ich gebe . . . aus 'I spend'  
**das Gebiet**, -e 'area, region, territory, field (of endeavor)' (**Industriegebiet**, **Petroleumgebiet**, **Ruhrgebiet**)  
**das Gebirge**, - 'the mountains, mountainous area, mountain range' (**Mittelgebirge**) (from der Berg, -e)

**geboren** 'born', ich bin 1920 geboren 'I was born in 1920',  
Bismarck wurde 1815 geboren 'Bismarck was born in  
1815', er ist geborener Deutscher 'he's a native (born)  
German'

**die Geburt**, -en 'birth'; der Geburtstag, -e 'birthday'

**gefallen**, er gefällt, gefiel, gefallen (plus form 3) 'please',  
es gefällt mir 'I like it'; der Gefallen, - 'favor', ich tue  
Ihnen einen Gefallen 'I do you a favor'

**gegen** (plus form 2) 'against'

**gehen**, ging, ist gegangen 'go, walk', wie geht es Ihnen?  
'how are you?' (cf. der Gang); ich gehe . . . aus 'I go  
out (on a date, etc.)', ich gehe . . . los 'I start out', die  
Uhr geht . . . nach 'the clock is slow', die Uhr geht . . .  
vor 'the clock is fast'

**gehören** (plus form 3) 'belong to'

**das Geld**, -er 'money'

**gemein** 'common, mean', der Gemein- 'private (in the  
army)'; gemeinsam 'mutual, common'; die Gemeinheit,  
-en 'meanness'

**das Gemüse**, - 'vegetable'; der Gemüsegarten, - 'vegetable  
garden', die Gemüsesuppe, -n 'vegetable soup'

**genau** 'exact'

**genug** 'enough'

**die Geographie**, -n [gehohgrahFIH] 'geography'; geo-  
graphisch [gehohGRAHfish] 'geographic'

**das Gepäck** 'baggage' (from packen); der Gepäckträger, -  
'porter'

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**gerade** 'just, straight, even', gerade aus 'straight ahead'  
**gern(e)** 'gladly': ich möchte gern 'I'd like to', ich rauche  
gern 'I like to smoke', ich trinke gern Bier 'I like (to  
drink) beer', ich mag es gern 'I like it', aber gerne!  
'why I'd love to!'; comparative and superlative are  
lieber and am liebsten

**die Gerste** 'barley'

**das Geschäft**, -e 'store' (Lebensmittelgeschäft)

**die Geschichte**, -n 'story, history'

**Geschwister** 'brothers and sisters'

**gestern** 'yesterday' (vorgestern)

**gesund** (:) 'healthy, well'; die Gesundheit, -en 'health'

**das Getreide**, - 'grain'; das Getreidefeld, -er 'field of grain'

**gewinnen**, gewann, gewonnen 'win'

**das Gewitter**, - 'thunderstorm'

**das Glas**, -er 'glass'; gläserig 'glassy'

**glauben** 'believe', ich glaube 'I think'

**gleich** 'immediately, right away'

**das Glück** 'happiness', ich habe Glück 'I'm lucky'; glücklich  
'happy', glücklicherweise 'fortunately'

**die Gnade**, -n 'grade, mercy'; gnädig 'gracious, merciful',  
gnädige Frau 'Mrs. \_\_\_\_\_', gnädiges Fräulein 'Miss  
\_\_\_\_\_' (very polite)

**der Gott**, -er 'god', um Gotteswillen 'for heaven's sake,  
for goodness' sake', ach du lieber Gott! 'oh good  
Lord!'; göttlich 'divine'

**der Grad**, -e 'degree', 37 Grad '37 degrees'



**grau** 'gray'; gräulich 'grayish'  
**greifen**, griff, gegriffen 'seize, grasp' (der Griff, -e); ich greife . . . an 'I attack' (der Angriff, -e)  
**die Grenze**, -n 'border, boundary'; grenzen: es grenzt an (plus form 2) 'it borders on, is bounded by'  
**der Griff**, -e 'handle' (from greifen)  
**die Grippe**, -n 'grippe, influenza'  
**groß** (:) 'big, large, tall'; Groß- 'grand-' (Großvater, Großmutter, etc.); Großdeutschland 'greater Germany'; die Größe, -n 'size' (Schuhgröße, Bodengröße)  
**grün** 'green'; grünlich 'greenish'  
**der Grund**, -e 'reason, basis, bottom' (cf. begründen)  
**der Gummi**, -s 'rubber' (Kautschukgummi)  
**gut** (besser, best-) 'good'; die Güte, -n 'goodness'  
**das Haar**, -e 'hair' (usually used in plural); haarig 'hairy'; die Haarbürste, -n 'hairbrush', der Haarschnitt, -e 'haircut'  
**haben**, er hat, hatte, gehabt 'have'  
**der Hafen**, - 'port, harbor'  
**der Hafer** 'oats'  
**der Hahn**, -e 'rooster' (cf. das Huhn, -er; die Henne, -n)  
**halb** 'half', halb sechs 'half past five' (anderthalb, zweieinhalb); die Halbinsel, -n 'peninsula'  
**die Hälfte**, -n 'half'  
**die Halle**, -n 'large open room' (Turnhalle)  
**der Hals**, -e 'neck'; Halsschmerzen 'sore throat'

**halten**, er hält, hielt, gehalten 'stop, hold', was halten Sie von ihm? 'what do you think of him?', ich halte eine Rede 'I make a speech'; halt! 'halt, stop!'; der Halt, -e 'hold, halt'; die Haltung, -en 'deportment'; die Haltestelle, -n '(street car or bus) stop'  
**die Hand**, -e 'hand'; der Handball, -e 'handball', die Handschrift, -en 'handwriting', das Handtuch, -er '(hand) towel'  
**der Handel**, - 'commerce, trade' (Außenhandel); der Handelsverkehr 'commercial traffic'  
**hängen**, hing, gehangen 'hang, be hanging', es hängt von Ihnen . . . ab 'it depends upon you' (abhängig, unabhängig); der Hang, -e 'slope, hillside'; die Hängelampe, -n 'hanging lamp'; hängen 'hang (something)'  
**hart** (:) 'hard (opposite of soft)'; die Härte, -n 'hardness'  
**das Haupt**, -er 'head', Haupt- (in compounds) 'main, head'; der Hauptfilm, -e 'main feature'; das Hauptquartier, -e 'headquarters'; die Hauptrolle, -n 'main rôle, lead'; die Hauptsache, -n 'main thing', hauptsächlich 'mainly'; die Hauptstadt, -e 'capital (city)'  
**das Haus**, -er 'house', nach Hause '(to) home', zu Hause 'at home' (Gasthaus, Krankenhaus, Warenhaus, Wirtshaus); die Haustür, -en 'front door'  
**der Hebel**, - 'lever' (Gashebel, Schalthebel)  
**das Heer**, -e 'army'  
**heil** 'whole, sound, healed', ich mache . . . heil 'I fix up, mend'; heilen (ist geheilt) 'heal'  
**heilig** 'holy'

**heiraten** 'marry, get married' (cf. **verheiratet**)  
**heiß** 'hot', mir ist heiß 'I'm hot'  
**heißen**, hieß, geheißen 'be called', ich heiße 'my name is'  
**helfen**, er hilft, half, geholfen (plus form 3) 'help'  
**hell** 'light (in color), bright', ein Helles! 'one light beer!'  
**das Hemd**, -en 'shirt' (Unterhemd)  
**die Henne**, -n 'hen' (cf. **der Hahn**, -e, **das Huhn**, -er)  
**her** 'to here', wo . . . her? 'from where?'; **herauf** [herrAUF] 'up (towards here)', **heraus** [herrAUS] 'out (towards here)', **herein** [herrAIN] 'in (towards here)', **herunter** [herrUNter] 'down (towards here)'  
**der Herbst**, -e 'fall, autumn'  
**der Herr**, -n, -en 'Mr., gentleman'; **Herrschaften** 'lady and gentleman, ladies and gentlemen'  
**herrlich** 'magnificent'  
**das Herz**: forms 1, 2 **Herz**, 3 **Herzen**, 4 **Herzens**, *pl.* **Herzen** 'heart'  
**heute** 'today'; **heutig** 'pertaining to today'  
**hier** '(at) here', **hierher** [hihr-HEHR] 'to here'  
**der Himmel**, - 'sky, heaven', du lieber Himmel! 'good heavens!'  
**hin** 'to there', wo . . . hin? 'to where?'; **hinauf** [hinnaUF] 'up (towards there)', **hinaus** [hinnaUS] 'out (towards there)', **hinein** [hinnaAIN] 'in (towards there)', **hinunter** [hinnaUNter] 'down (towards there)'  
**hint** -: **hinten** 'in back, behind'; **hinter** (plus forms 2 and 3) 'behind, in back of', **die Hintertür**, -en 'back door'

**der Hof**, -e 'courtyard' (**Bahnhof**, **Bauernhof**)  
**hoffen** 'hope'; **hoffentlich!** 'I hope so!', **hoffentlich nicht!** 'I hope not!', **hoffentlich kommt er** 'I hope he's coming'  
**holen** 'go and get, fetch'; ich hole . . . ab 'I (go and) pick up'  
**hoppla** 'oops!'  
**hören** 'hear'; ich höre mir . . . an 'I listen to', ich höre . . . auf 'I stop, cease'; **der Hörer**, - 'hearer, telephone receiver'  
**die Hose**, -n '(pair of) pants, trousers' (**Badehose**, **Unterhose**); **die Hosentasche**, -n 'pants pocket'  
**das Hotel**, -s [hohTELL] 'hotel'  
**hübsch** 'pretty, good-looking'  
**das Huhn**, -er 'chicken' (cf. **der Hahn**, -e, **die Henne**, -n); **der Hühnerstall**, -e 'chicken house'; **die Hühnerzucht** 'chicken raising', ich habe eine Hühnerzucht 'I keep chickens'  
**der Hunger** 'hunger', ich habe Hunger 'I'm hungry'; **hungrig** 'hungry'  
**die Hupe**, -n 'horn'; **hupen** 'blow a horn'  
**der Hut**, -e 'hat'  
**die Idee**, -n [ihDEH] 'idea'  
**immer** 'always', immer noch 'still'; immer stärker 'stronger and stronger', immer mehr 'more and more', etc.  
**in** (plus forms 2 and 3) 'in, into'; **innen** 'inside'  
**die Industrie**, -n [induSTRIH] 'industry' (**Autoindustrie**, **Kriegsindustrie**); **das Industriegebiet**, -e 'industrial region', **das Industrieland**, -er 'industrial country', **die Industriewirtschaft**, -en 'industrial economy'



die Infanterie, -n [INfantri] 'infantry' (Marineinfanterie)

der Ingenieur, -e [inzhehNYÖHR] 'engineer'

die Insel, -n 'island' (Halbinsel)

das Interesse, -n [inTRESSe] 'interest'; interessant [intreSANT] 'interesting'; interessieren [intreSIHren] '(to) interest', ich interessiere mich für 'I am interested in'

irgend- 'some- . . . or other', see Unit 14, Word Study G (4)

(1) ja 'yes'

(2) ja 'you-know-this-anyhow, of course'

die Jacke, -n 'coat (of a suit)'; die Jackentasche, -n 'coat pocket'

das Jahr, -e 'year' (siebenjährig, Frühjahr); jährlich 'yearly, annual'; die Jahreszeit, -en 'season', das Jahrhundert, -e [yahr-HUNdert] 'century'

der Januar, -e [YANNuhahr] 'January'

je 'apiece', wir brauchen je zwei Pfund 'we need two pounds apiece, two pounds each'

jemand 'someone'

jetzt 'now'

der Juli, -s [YUHlih] 'July'

jung (:) 'young'; der Junge, -n, -n 'boy' (Schubputzjunge)

der Juni, -s [YUHnih] 'June'

der Kaffee, -s [KAFFeh] 'coffee'

der Kaiser, - 'emperor, kaiser'

das Kalb, -er 'calf'; das Kalbfleisch 'veal', der Kalbsbraten, - 'roast veal'

kalt (:) 'cold', mir ist kalt 'I'm cold' (cf. erkälten); die Kälte, -n 'cold(ness)'

der Kamm, -e '(the) comb'; kämmen '(to) comb'

der Kampf, -e '(the) fight, match' (Boxkampf, Ringkampf, Straßenkampf, Wettkampf); kämpfen '(to) fight'

der Kanzler, - 'chancellor' (Reichskanzler)

die Kapelle, -n [kaPELLe] 'band, small orchestra'

kaputt [kaPUTT] 'snafu, busted'

die Karte, -n 'card', also short for die Fahrkarte, -n 'ticket (for traveling)', die Landkarte, -n 'map', die Postkarte, -n 'post card', die Speisekarte, -n 'menu', die Weinkarte, -n 'wine list'; das Kartenspiel, -e 'game of cards'

die Kartoffel, -n [karTOFFel] 'potato' (Bratkartoffeln, Salzkartoffeln)

der Käse, - 'cheese'; käsig 'cheesy'

die Kaserne, -n [kahZERne] 'barracks'; das Kasernenleben 'barracks life'

der Kassierer, - [kaSIHrer] 'cashier'

der Kasten, - 'box' (Briefkasten)

der Kater, - 'tom-cat, hangover'

kaufen 'buy' (cf. verkaufen); der Käufer, - 'buyer'

kaum 'hardly'

die Kavallerie, -n [KAVallerih] 'cavalry'

keineswegs [KAInes-VEHKS] 'by no means'

**kennen**, kannte, gekannt 'be acquainted with, know' (cf. bekannt, der **Weinkenner**, -)  
**der Kerl**, -e 'guy, fellow'  
**das (or der) Kilometer**, - [kihloh-MEHter] 'kilometer' (= 0.62137 miles, roughly  $\frac{5}{8}$  of a mile)  
**das Kind**, -er 'child', Kinder! 'boy!'; **kindlich** 'childlike'  
**das Kino**, -s [KIHnoh] 'movie-theater', ins Kino 'to the movies'  
**kippen** 'tip'; ich tippe . . . um (bin umgekippt) 'I tip over'  
**klar** 'clear' (cf. erklären); die **Klarheit**, -en 'clarity'  
**die Klasse**, -n 'class'  
**kleben** 'stick'  
**klein** 'small, little'  
**die Klinge**, -n 'blade' (Rasierklinge)  
**die Klingel**, -n '(door, etc.) bell'; klingeln 'ring'  
**der Klub**, -s [KLUPP] 'club' (Sportklub, Tennisclub)  
**knapp** 'close, barely sufficient, scarce'; die Knappheit, -en 'scarcity'  
**der Knecht**, -e 'hired man, farmhand'  
**der K. o.**, -s [kah-OH] '(the) knockout' (short for der Knockout, -s [NOCK-aut] 'knockout'); ich schlage ihn . . . i. o. 'I knock him out'  
**der Koch**, -e '(man) cook, chef', die Köchin, -nen '(woman) cook'; kochen 'cook, boil', das Kochbuch, -er 'cook book', der Kochtopf, -e 'pot (for cooking)'  
**der Koffer**, - 'bag, suitcase, trunk'

**die Kohle**, -n 'coal'; das **Kohlenbergwerk**, -e 'coal mine'  
**das Komma**, -s [KOMMah] 'comma', 3,2 (= drei Komma zwei) '3.2 (= three point two)', etc.  
**kommen**, kam, ist gekommen 'come'; ich komme . . . an 'I arrive', ich komme . . . mit 'I come along'  
**der König**, -e 'king'; die Königin, -nen 'queen'; königlich 'royal'  
**können**, ich kann, konnte, gekonnt 'can'  
**der Kontinent**, -e [KONTihnent] 'continent'  
**das Konto**, -s [KONToh] '(bank) account'  
**das Konzert**, -e [konTSERT] 'concert'  
**der Kopf**, -e 'head'; Kopfschmerzen 'headache'  
**der Korb**, -e 'basket' (Papierkorb); der **Korbball**, -e 'basketball', das Korbballspiel, -e 'basketball game'  
**der Korridor**, -e [KORRihdohr] 'corridor'  
**kosten** 'cost'  
**krank** (:) 'sick'; kränzlich 'sickly'; die **Krankheit**, -en 'sickness'; das **Krankenhaus**, -er 'hospital'; die **Krankenschwester**, -n 'nurse'  
**die Crem**, -s 'cream (other than on milk)' (Rasiercreme, Schuhcreme)  
**der Krieg**, -e 'war' (Weltkrieg); die **Kriegsfabrik**, -en 'war plant', die **Kriegsindustrie**, -n 'war industry', **Kriegsnachrichten** 'war news', der **Kriegsstoff**, -e 'war material'  
**kriegen** 'get, obtain, receive'  
**die Krone**, -n '(the) crown'; krönen '(to) crown'  
**die Küche**, -n 'kitchen'

der Kuchen, - [KUHkhen] 'cake'  
 die Kugel, -n 'bullet, sphere, ball'  
 die Kuh, -e 'cow'; der Kuhstall, -e 'cow barn'  
 Kuppeln 'couple'; die Kupp(e)lung, -en 'coupling, clutch'  
 die Kurve, -n 'curve'  
 kurz (:) 'short'; die Kürze, -n 'shortness'  
 die Kusine, -n [kuhZIHne] 'female cousin'  
 laden, er lädt [LEHT], lud, geladen: ich lade . . . ein 'I invite' (die Einladung, -en)  
 die Lage, -n 'position' (from liegen)  
 das Lager, - 'camp'  
 die Lampe, -n 'lamp' (Bettlampe, Hängelampe, Schreibtischlampe, Stehlampe)  
 das Land, -er 'country, land', aufß Land 'to the country', auf dem Land 'in, at the country' (Ausland, Industrieland); landen (ist gelandet) '(to) land', die Landung, -en 'landing', das Landungsboot, -e 'landing boat'; die Landkarte, -n 'map', die Landwirtschaft, -en 'agriculture', landwirtschaftlich 'agricultural'  
 lang (:) 'long'; lange 'for a long time'; langsam 'slow'; die Länge, -n 'length'; die Langeweile 'boredom', langweilen 'bore', langweilig 'boring'  
 lassen, er läßt, ließ, gelassen 'let', ich lasse es machen 'I have it done'  
 die Last, -en 'burden, load'; der Lastwagen, - 'truck'  
 laufen, er läuft, lief, ist gelaufen 'run', ich laufe . . . Ski 'I ski'; der Läufer, - 'runner'; der Lauf, -e 'course, run' (Wettlauf)

das Lazarett, -e [lahtsahRETT] 'military hospital'  
 das Leben, - 'life' (Kasernenleben); Lebensmittel 'groceries', das Lebensmittelgeschäft, -e 'grocery store', die Lebensversicherung, -en 'life insurance'; leben 'live, be alive' (cf. erleben)  
 leer 'empty'; leeren '(to) empty'; die Leere, -n 'emptiness'  
 legen 'lay, put', ich lege mich (. . . hin) 'I lie down'  
 leicht 'light (in weight), easy'  
 das Leid, -e 'sorrow', er tut mir leid 'I'm sorry for him', das tut mir leid 'I'm sorry about that', es tut mir leid, daß . . . 'I'm sorry that . . .'; leider 'unfortunately'  
 leihen, lieh, geliehen 'lend', ich leihe mir 'I borrow'  
 das Leinen, - 'linen'  
 leisten: ich kann mir . . . leisten 'I can afford'  
 leiten 'direct, conduct'; die Leitung, -en 'line, wire'  
 lernen 'learn'  
 lesen, er liest, las, gelesen 'read'; ich lese . . . vor 'I read (out loud to someone)'  
 lebt- 'last'  
 Leute 'people'  
 lieb 'dear' (lieber and am liebsten are used as the comparative and superlative of gern); die Liebe, -n '(the) love', lieben '(to) love'; der Liebling, -e 'favorite', combining form Lieblingß-  
 liegen, lag, gelegen 'lie, be, be located' (die Lage, -n); der Liegestuhl, -e 'deck chair'  
 links- 'left', form without ending is links 'to the left'

das (or der) Liter, - 'liter' (= 1.0567 U. S. liquid quarts)  
 der Löffel, - 'spoon' (Eßlöffel)  
 lohnen 'reward, pay', es lohnt sich 'it's worthwhile'  
 das Lokal, -e [lohKAHL] 'place (for eating and/or drinking)' (Nachtkloak)  
 los 'loose', was ist los? 'what's the matter?'; ich fahre . . .  
 los 'I start out (driving)', ich gehe . . . los 'I start out (walking)'  
 die Luft, -e 'air'; luftig 'airy'; der Luftdruck, -e 'air pressure', die Luftpost 'airmail', die Luftwaffe, -n 'air force'  
 die Lunge, -n 'lung'; die Lungenentzündung, -en 'pneumonia'  
 die Lust, -e 'desire', hätten Sie Lust 'would you feel like', ich habe keine Lust 'I don't feel like it'; lustig 'gay'; das Lustspiel, -e 'comedy'  
 machen 'make, do' (Schuhmacher, Uhrmacher); ich mache . . . auf 'I open', ich mache . . . zu 'I close'  
 die Macht, -e 'might, power' (Wehrmacht, Zentralmächte)  
 das Mädchen, - 'girl' (Dienstmädchen)  
 die Magd, -e [MAHKT, MEHKde] 'hired girl (on a farm)'  
 der Magen, - 'stomach'; Magen(schmerzen 'stomach-ache'  
 der Mai, -e 'May'  
 das Mal, -(e) 'time', warten Sie mal! 'wait a second!', etc.; einmal 'once', etc.; see Unit 15, Word Study D  
 man 'one, you, a person'  
 der Mann, -er 'man, husband': männlich 'masculine'; die Mannschaft, -en 'team, crew (of a boat)' (Fußballmannschaft, Schwimmannschaft, Sportmannschaft)

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das Manöver, - [maNÖHver] 'maneuver'  
 der Mantel, - 'overcoat'; die Manteltasche, -n 'overcoat pocket'  
 die Marine, -n [mahRIHne] 'navy'; die Marineinfanterie, -n 'the Marines'  
 die Mark, - 'mark' (coin worth about 40 cents)  
 die Marke, -n 'stamp, tag' (Briefmarke)  
 der März, -e 'March'  
 die Maschine, -n [maSHIHne] 'machine' (Schreibmaschine)  
 das Maß, -e 'measurement' (from messen)  
 der Matrose, -n [maTROHze] 'sailor'  
 die Medizin, -en [mehdihTSIHN] 'medicine'  
 das Meer, -e 'sea, ocean' (Mittelmeer)  
 mehr 'more'; die Mehrheit, -en 'majority'  
 meist-: der (das, die, etc.) meist- 'most'; meistens 'mostly, usually'  
 der Meister, - 'master' (Wachtmeister); „Die Meistersinger“, opera by Richard Wagner  
 melden 'announce, report', ich melde mich 'I report (for duty, etc.)'; die Meldung, -en 'dispatch' (Sondermeldung)  
 melken, molk, gemolken 'milk' (cf. die Molkerei, -en)  
 die Menge, -n 'quantity, crowd', eine ganze Menge 'a whole lot of'  
 der Mensch, -en, -en 'human being', Mensch! 'man!'  
 messen, er mißt, maß, gemessen 'measure', ich messe mich 'I take my temperature' (cf. das Maß, -e)

das **Messer**, - 'knife' (Rasiermesser)  
 die **Miete**, -n '(the) rent'; mieten '(to) rent (from a person)' (cf. vermieten); der **Mieter**, - 'tenant'  
 die **Milch** 'milk'; das **Milchprodukt**, -e 'milk product', die **Milchwirtschaft**, -en 'milk business, dairy farm'  
 die **Million**, -en [millYOHn] 'million', eine Million 'a million'; der **Millionär**, -e [millyohNEHR] 'millionaire'  
 der **Minister**, - [mihNISTər] 'minister (in a government)' (Reichsminister)  
 die **Minute**, -n [mihNUHtə] 'minute'  
 mit (plus form 3) 'with'  
 das **Mitglied**, -er 'member' (Parteimitglied)  
 die **Mitte**, -n 'middle'; der **Mittag**, -e 'noon', ich esse zu Mittag 'I eat (noon) dinner' (Nachmittag, Vormittag), mittags 'at noon', das **Mittagessen**, - '(noon) dinner'; der **Mittwoch**, -e 'Wednesday'  
 das **Mittel**, - 'means' (Lebensmittel)  
**Mittel**-, combining form of die **Mitte**, -n 'middle': das **Mittelalter** 'Middle Ages', das **Mittelgebirge**, - 'central mountain range', etc.  
 die **Mitternacht**, -e 'midnight'  
**mögen**, ich mag, mochte, gemocht 'like (to)' (usually used with gern)  
**möglich** 'possible', alles mögliche 'all sorts of things'  
 die **Molkerei**, -en [molkeRAI] 'dairy' (from melken)  
 der **Monat**, -e 'month'; monatlich 'monthly'; die **Monatsschrift**, -en 'monthly (publication)'

der **Mond**, -e [MOHNT] 'moon' (cf. der Montag, -e)  
 der **Montag**, -e 'Monday' (cf. der Mond, -e)  
 der **Morgen**, - 'morning', morgens 'in the morning'; morgen 'tomorrow' (übermorgen)  
 der **Motor**, -en [mohTOHR or MOHtohr; pl. mohTOHren] 'motor'; das **Motorrad**, -er 'motorcycle'  
**müde** 'tired'  
 der **Mund**, -er 'mouth'; mündlich 'oral'; münden (ist gemündet) 'flow into (as a river at its mouth)', die **Mündung**, -en 'river mouth'  
 die **Munition**, -en [muhnihTSYOHn] 'munition'; die **Munitionsfabrik**, -en 'munitions factory'  
 das **Museum**, Museen [muhZEHum, muhZEHen] 'museum'  
 die **Musik** [muhZIHK] 'music'  
**müssen**, ich muß, mußte, gemußt 'must, have to'  
 die **Mutter**, - 'mother'; mütterlich 'motherly, maternal'  
 na 'well'  
 nach [NAHKH] (plus form 3) 'after, according to, towards, to (a city or country)', nach Hause '(to) home'; nachdem [nahkh-DEHM] (conjunction) 'after'; nachher [NAHKH-hehr or nahkh-HEHR] 'afterwards'; der **Nachmittag**, -e 'afternoon', nachmittags 'in the afternoon'; der **Nachtiß**, -e 'dessert'  
 die **Nachricht**, -en 'piece of news', pl. 'news' (Kriegsnachrichten, Sportnachrichten)  
 nächst- [NEHCHST-] 'next, nearest' (superlative of nahe)



die **Nacht**, -e 'night' (Mitternacht, übernachten); das  
Nachtlokal, -e 'nightclub'

die **Nadel**, -n 'needle' (Sicherheitsnadel, Stednadel)

**nah(e)** (näher, nächst-) 'near'; die **Nähe** 'nearness,  
vicinity', in der Nähe 'near, near-by', in der Nähe vom  
Bahnhof 'near the station', etc.

der **Name**: 1 Name, 2, 3 Namen, 4 Namens, *pl.* Namen  
'name', namens 'by the name of, named'; nämlich  
'namely, you see'

die **Nase**, -n 'nose'

die **Nation**, -en [nahTSYOHN] 'nation'; national [nah-  
tsyohNAHL] 'national', nationalsozialistisch [nahtsyoh-  
NAHL-zohtsyahlistish] 'National Socialist': die Na-  
tionalsozialistische Deutsche Arbeiterpartei 'National  
Socialist German Workers Party' (abbrev.: die NSDAP  
[ENN ESS DEH AH PEH])

die **Natur**, -en [nahTUHR] 'nature'; natürlich [nahTÜHR-  
lich] 'natural(ly), of course'

der **Nazi**, -s [NAHtsih] 'Nazi' (short for der National-  
sozialist, -en, -en [nahtsyohNAHL-zohtsyahlist] 'Na-  
tional Socialist (man)')

der **Nebel**, - 'fog'; neblig 'foggy'

**neben** (plus forms 2 and 3) 'beside'; nebenan [nehben-  
ANN] 'next door'

der **Neffe**, -n, -n 'nephew'

**nehmen**, er nimmt, nahm, genommen 'take'; ich nehme  
. . . ab 'I take off', ich nehme . . . an 'I assume' (die  
Annahme, -n), ich nehme . . . mit 'I take along'

**nein** 'no'

**nett** 'nice, pleasant'

**neu** 'new'; neulich 'recently'

**nicht** 'not'; der Nichtraucher, - 'non-smoker', das Nicht-  
raucher-Abteil, -e 'non-smoking compartment'

die **Nichte**, -n 'niece'

**nichts** 'nothing'

**nie** 'never'

**noch** 'still, yet, in addition', noch ein 'another (= an addi-  
tional)', noch einmal 'once again', noch nicht 'not yet'

der **Norden** 'north'; nördlich 'northern, to the north';  
combining form Nord-

**normal** [norMAHL] 'normal'

die **Not**, -e 'need, want'; nötig 'necessary'

der **November**, - 'November'

**null** 'zero'

die **Nummer**, -n 'number'

**nur** 'only'

**ob** [OPP] 'whether', als ob 'as though, as if'

**oben** 'above, upstairs'

der **Ober**, - 'waiter', Herr Ober! 'waiter!'

das **Obst** [OHPST] 'fruit'; der Obstbaum, -e 'fruit tree',  
der Obstgarten, - 'orchard'

**obwohl** [opp-VOHL] 'although'

**oder** 'or'

**offen** 'open' (adjective); öffnen 'open (a door, etc.)', die  
Öffnung, -en 'opening, aperture' (cf. eröffnen)

der **Offizier**, -e [ofihTSIHR] 'officer' (Unteroffizier)  
**oft** (≡) 'often'  
**ohne** (plus form 2) 'without'  
 der **Oktober**, - 'October'  
 das **Öl**, -e 'oil'; ölig 'oily'  
 der **Onkel**, - 'uncle'  
 die **Oper**, -n 'opera'; der Opernsänger, - '(man) opera singer'  
 das **Orchester**, - [orKEStər] '(large) orchestra'  
 die **Ordnung**, -en '(good) order'  
 der **Osten** 'east'; östlich 'eastern, to the east'; combining form Ost-  
 der **Ozean**, -n [OHtesehahn] 'ocean'  
**paar**: ein paar 'a few'  
 das **Paar**, -e 'pair (of)'  
**packen** 'pack' (cf. das Gepäck)  
 das **Paket**, -e [paKEHT] 'package'  
 der **Palast**, -e [paLAST] 'palace', das Palast Hotel [paLAST hohtell] 'Palace Hotel'  
 das **Papier**, -e [paPIHR] 'paper' (Briefpapier); der Papierkorb, -e 'wastebasket'  
 der **Papst**, -e [PAHPST] 'pope'  
 der **Park**, -e '(the) park'; parken '(to) park'  
 die **Partei**, -en [parTAI] '(political) party'; das Parteimitglied, -er 'party member'  
 das **Parterre**, -s [parTERR] 'ground floor, first story'

passen (plus form 3) 'fit', es paßt zu 'it matches'; ich passe . . . auf 'I watch out, pay attention'  
 passieren (ist passiert) [paSIHren] 'happen'  
 die **Paste**, -n (sg. *also* Pasta) 'paste' (Zahnpaste)  
 der **Patient**, -en, -en [pahTSYENT] 'patient'  
 die **Patrouille**, -n [paTRULLye] 'patrol'  
 das **Pech**, -e 'pitch; bad luck'  
 die **Pension**, -en [pa<sup>nz</sup>ZYOHn] 'boarding house'  
**per** [PERR] (plus form 2) 'by, per'  
 die **Person**, -en [perZOHn] 'person'; persönlich [per-ZÖHN-lich] 'personal'  
 das **Petroleum** [pehTROHlehum] 'petroleum'; das Petroleumgebiet, -e 'petroleum area'  
 die **Pfanne**, -n 'pan' (Bratpfanne)  
 der **Pfeffer**, - 'pepper'  
 die **Pfeife**, -n 'pipe'  
 der **Pfennig**, -e 'pfennig' (100 Pfennig = 1 Mark)  
 das **Pferd**, -e [PFEHRT] 'horse'; der Pferdeestall, -e 'stable (for horses), horse barn'  
 der **Pfirsich**, -e 'peach'  
 die **Pflaume**, -n 'plum'  
 das **Pfund**, -e 'pound', zwei Pfund Butter 'two pounds of butter' (American *pound* = 453.6 grams, German Pfund = 500 grams)  
 der **Pionier**, -e [pihohNIHR] 'pionier; private in Corps of Engineers'; das Pionierkorps [pihohNIHR-kohr] 'Corps of Engineers'

**der Plan**, -e 'plan, map (of a small area)' (Fahrplan, Stadtplan)  
**der Platz**, -e 'place, seat'  
**pleite** 'broke (out of money)'  
**politisch** [pohLIHtish] 'political'  
**die Polizei**, -en [pohlihTSAI] 'police'; **die Polizeiwache**, -n 'police station'; **der Polizist**, -en, -en [pohlihTSIST] 'policeman'  
**der Portier**, -s [porTYEH] 'portier' (a hotel clerk who gives information on travel, sightseeing, etc.)  
**das Porto**, -s [PORtoh] 'postage'  
**die Post** 'mail, postal service', also short for **das Postamt**, -er 'post office'; **der Postbote**, -n, -n 'mailman', **die Postkarte**, -n 'post card'  
**der Präsident**, -en, -en [prehziHDENT] 'president'  
**der Preis**, -e 'price'  
**pro** 'per'  
**die Probe**, -n '(the) test, try-out'; **probieren** [prohBIHren] '(to) test, try out', **ich probiere . . . an** 'I try on'  
**das Produkt**, -e [prohDUKT] 'product' (Erstprodukt, Milchprodukt); **produzieren** [prohduhTSIHren] 'produce'  
**der Proviant**, -e [prohVYANT] 'provisions (of food)'  
**der Puls**, -e 'pulse'  
**die Pumpe**, -n '(the) pump'; **pumpen** '(to) pump; bum (something from somebody)', **ich pumpe . . . auf** 'I pump up'

**der Punkt**, -e 'point, dot, period', **um Punkt acht Uhr** 'at eight o'clock sharp' (Stützpunkt); **pünktlich** 'punctual'  
**putzen** 'shine, polish' (der Schuhputzer, -, der Schuhputzjunge, -n, -n)  
**der Quatsch** [KVATSH] 'boloney, bunk'  
**das Rad**, -er 'wheel', also short for **das Fahrrad**, -er 'bicycle' (Motorrad, Steuerrad, Zahnrad); **die Radtour**, -en [RAHT-tuhr] 'bicycle trip'; **radeln** '(to) bicycle, ride a bicycle'  
**radieren** [rahDIHren] 'erase'; **der Radiergummi**, -s [rah-DIHR-gummih] 'eraser'  
**das Radio**, -s [RAHdyoh] 'radio'  
**rasieren** [raZIHren] 'shave', **ich rasiere ihn** 'I shave him', **ich rasiere mich** 'I shave (myself)'; **der Rasierapparat**, -e 'safety razor', **die Rasierflinge**, -n 'razor blade', **die Rasiercreme**, -s 'shaving cream', **das Rasiermesser**, - 'straight razor', **die Rasierseife**, -n 'shaving soap'  
**der Rauch** '(the) smoke'; **rauchen** '(to) smoke', **der Raucher**, - 'smoker', **das Raucherabteil**, -e 'smoking compartment'  
**(1) recht** 'right, correct', **es ist mir recht** 'it's OK with me', **recht kurz** 'pretty short'; **rechtzeitig** 'on time'  
**(2) recht** - 'right (hand)', form without ending is **rechts** 'to the right'  
**die Rede**, -n 'speech', **ich halte eine Rede** 'I make a speech'; **reden** 'speak, talk'  
**der Regen**, - '(the) rain'; **regnen** '(to) rain'



**regieren** [rehGIHren] 'govern'; die Regierung, -en 'government'  
**reich** 'rich', reich an (plus form 3) 'rich in'  
**das Reich**, -e 'Reich, Germany, empire'; die Reichsbahn 'German National Railway', der Reichskanzler, - 'Reich chancellor', der Reichsminister, - 'Reich minister'  
**der Reifen**, - 'tire'  
**reinigen** 'clean'; die Reinigung, -en 'cleaning'  
**die Reise**, -n 'trip, journey', ich mache eine Reise 'I take a trip'; reisen 'travel' (cf. verreisen)  
**die Republik**, -en [rehpuhBLIHK] 'republic'  
**das Restaurant**, -s [restohRANG] 'restaurant'  
**das Rezept**, -e [rehTSEPT] 'prescription, recipe'  
**richtig** 'right, correct'  
**die Richtung**, -en 'direction'  
**ringen**, rang, gerungen 'wrestle, struggle'; der Ringkampf, -e 'wrestling match'  
**der Roggen** 'rye'  
**roh** 'raw'; der Rohstoff, -e 'raw material'  
**die Rolle**, -n 'rôle, part' (Hauptrolle)  
**rot** 'red'; rötlich 'reddish'; die Röte, -n 'redness'; der Rotwein, -e 'red wine'  
**die Rübe**, -n: die rote Rübe 'beet', die weiße Rübe 'turnip', die gelbe Rübe 'carrot' (gelb 'yellow') (Zuckerrübe)  
**der Rücken**, - 'back' (cf. zurück); der Rückgang, -e 'reverse gear', der Rucksack, -e 'knapsack'

**rudern** (ist gerudert) 'row'; das Ruderboot, -e 'rowboat'  
**rufen**, rief, gerufen 'call', ich rufe . . . an 'I call up (on the telephone)' (der Anruf, -e); der Ruf, -e 'call'  
**rund** 'round (in shape)'; die Runde, -n 'round (in boxing)'  
**rüsten** 'arm (with weapons)'  
**die Sache**, -n 'thing' (Hauptsache, Ursache)  
**der Sack**, -e 'sack, bag' (Rucksack)  
**sagen** 'say'  
**die Sahne**, -n 'cream (on milk)'  
**das Salz**, -e 'salt'; salzig 'salty'; Salzkartoffeln 'boiled potatoes'  
**der Samstag**, -e 'Saturday' (south Germany and Rhineland); see also der Sonnabend  
**der Sänger**, - '(man) singer' (Opernsänger) (from singen)  
**satt** 'full (from eating)', ich habe es satt 'I'm sick of it'  
**sauber** 'clean'  
**die Schachtel**, -n '(small) box'  
**schade**: schade! 'too bad!', wie schade! 'what a shame!', es ist schade, daß . . . 'it's too bad that . . .'  
**der Schaden**, - 'damage'  
**das Schaf**, -e 'sheep'  
**schaffen** 'accomplish, get done', ich schaffe . . . ab 'I do away with'  
**schalten** 'shift gears'; die Schaltung, -en 'gearshift'; der Schalthebel, - 'gearshift lever'  
**der Schatz**, -e 'treasure' (Bodenschatz)

**schauen** 'look' (cf. die **Wochenschau**, -en); das **Schauspiel**, -e 'spectacle', der **Schauspieler**, - 'actor' (**Filmschauspieler**, **Theaterschauspieler**)

**scheinen**, **schien**, **geschieden** 'shine, seem' (cf. **erscheinen**, **wahrscheinlich**)

die **Scheune**, -n 'barn (for storing hay, etc.)'

der **Schi**, -er (or der **Ski**, -er) [SHIH] 'ski', ich **laufe** . . . **Schi** 'I ski', der **Schiläufer**, - 'skier'

**schicken** 'send'

**schief** 'crooked', es geht **schief** 'it goes wrong'

**schießen**, **schoss**, **geschossen** 'shoot', ich **schiesse** . . . **ab** 'I shoot down' (cf. der **Schuß**, -e)

das **Schiff**, -e 'ship'

der **Schinken**, - 'ham'

die **Schlacht**, -en 'battle'; **schlachten** '(to) slaughter', der **Schlächter**, - 'butcher', die **Schlächtere**, -en [shlechteRAI] 'butcher's shop, meat market'

**schlafen**, er **schläft** [SHLEHFT], **schief**, **geschlafen** '(to) sleep', ich **schlafe** . . . **ein** (bin **eingeschlafen**) 'I go to sleep'; der **Schlafwagen**, - 'sleeping-car', das **Schlafzimmer**, - 'bedroom'; der **Schlaf** '(the) sleep'

**schlagen**, er **schlägt** [SHLEHKT], **schlug**, **geschlagen** 'hit, strike, beat', ich **schlage** . . . **tot** 'I strike dead, kill by hitting', ich **schlage** . . . **vor** 'I suggest' (der **Vorschlag**, -e); der **Schläger**, - '(tennis, etc.) racket'; der **Schlag**, -e 'blow'

**schlecht** 'bad, of poor quality'

**schlimm** 'bad, serious'

**schmecken** 'taste', es **schmeckt** (mir) 'it tastes good (to me)'  
der **Schmerz**, -en 'pain' (**Halsschmerzen**, **Kopfschmerzen**, **Magenschmerzen**)

**schmieren** 'grease'

der **Schmutz** 'dirt'; **schmutzig** 'dirty'

der **Schnaps**, -e 'brandy'

der **Schnee** '(the) snow'; **schneien** '(to) snow'

**schneiden**, **schnitt**, **geschnitten** 'cut'; der **Schneider**, - 'tailor', die **Schneiderin**, -nen 'dressmaker' (cf. der **Schnitt**, -e)

**schnell** 'fast, quick'

der **Schnitt**, -e 'cut' (**Haarschnitt**) (from **schneiden**)

**schon** 'already'

**schön** 'nice, beautiful' (**wunderschön**); die **Schönheit**, -en 'beauty'

der **Schreck**, -e 'fright'; **schrecklich** 'frightful, terrible'

**schreiben**, **schrieb**, **geschrieben** 'write'; der **Schreiber**, - 'clerk'; die **Schreibung**, -en '(way of) writing'; die **Schreibmaschine**, -n 'typewriter', der **Schreibtisch**, -e 'desk', die **Schreibtischlampe**, -n 'desk lamp'

die **Schrift**, -en 'writing' (**Handschrift**, **Monatschrift**, **Überschrift**, **Unterschrift**, **Wochenschrift**, **Zeitschrift**)

der **Schritt**, -e 'step, pace' (**Fortschritt**)

der **Schuh**, -e 'shoe'; der **Schuhanzieher**, - 'shoehorn', die **Schuhbürste**, -n 'shoe brush', die **Schuhgröße**, -n 'shoe size', die **Schuhkrem**, -s 'shoe polish', der **Schuhlöffel**, - 'shoehorn', der **Schuhmacher**, - 'shoemaker', der **Schuhputzer**, - 'shoe shiner', der **Schuhputzjunge**, -n, -n 'shoe-shine boy'

die **Schuld**, -en 'blame, fault, guilt, debt'; schuldig 'guilty, owing'  
 der **Schupo**, -s [SHUH-poh] 'cop' (short for der Schutzpolizist, -en, -en 'protection policeman')  
 der **Schuß**, -e 'shot' (from schießen)  
**schwach** (:) 'weak'; schwächlich 'weakly'; die Schwäche, -n 'weakness'  
 der **Schwager**, - 'brother-in-law', die Schwägerin, -nen 'sister-in-law'  
**schwarz** (:) 'black'; schwärzlich 'blackish'; der Schwarzwald 'Black Forest'  
 das **Schwein**, -e 'pig'; der Schweinebraten, - 'roast pork', das Schweinefleisch 'pork', der Schweinestall, -e 'pig pen'  
**schwer** 'heavy, difficult'  
 die **Schwester**, -n 'sister', also short for die Krankenschwester, -n 'nurse'; schwesterlich 'sisterly'  
**Schwieger** - 'in-law', as in Schwiegereltern 'parents-in-law', etc. (but see der Schwager, -)  
**schwimmen**, schwamm, ist geschwommen 'swim'; die Schwimmannschaft, -en 'swimming team'  
 der **See**, -n 'lake'  
 die **See**, -n 'sea'; der Seesoldat, -n, -n 'marine, member of the Marines'  
**sehen**, er sieht, sah, gesehen 'see', ich sehe mir . . . an 'I take a look at', ich sehe . . . aus 'I look (sick, well, etc.)', ich sehe . . . nach 'I look up', ich sehe . . . wieder 'I see again' (auf Wiedersehen)

**sehr** 'very'  
 die **Seife**, -n 'soap' (Rasierseife); ich seife mich . . . ein 'I work up a lather (before shaving)'  
**sein**: bin, ist, sind: war; ist gewesen 'be'  
**seit** (plus form 3) 'since': ich bin seit einem Monat hier 'I've been here for a month' (see Unit 17, Word Study B)  
 die **Seite**, -n 'side, page'  
 der **Sekt**, -e 'champagne', roter Sekt 'sparkling burgundy'  
 die **Sekunde**, -n [zehKUNde] 'second'  
 (1) **selb**- 'same': derselbe, dasselbe, dieselbe, etc.  
 (2) **selb** -: selber, selbst 'self', see Unit 27, Word Study B; selbstverständlich 'self-understandable, obvious (from der Verstand)'  
**selten** 'seldom, rare'; die Seltenheit, -en 'rarity'  
 der **September**, - [zepTEMber] 'September'  
 die **Serviette**, -n [zerVYETTe] 'napkin'  
**setzen** 'set', ich setze mich (. . . hin) 'I sit down'; der **Setzer**, - 'typesetter'  
**sich** (pronoun, forms 2 and 3, referring back to subject of sentence) 'himself, herself, etc.', an sich 'as a matter of fact, to tell the truth'  
**sicher** 'sure, certain, safe'; die Sicherheit, -en 'certainty, safety', die Sicherheitsnadel, -n 'safety pin'  
 der **Sieg**, -e 'victory' (cf. besiegen)  
**singen**, sang, gesungen 'sing' (cf. der Sänger, -, die Meisterfänger)

**sitzen**, **saß**, **gesehen** 'sit, be sitting'; die **Sitzung**, -en 'session'

**so** 'so, thus, in this way', **so** ... **wie** 'as ... as, so ... as', **so** **so** 'hmm', **so** **genannt** 'so-called', **so** **zusagen** 'so to speak, as it were'

die **Socke**, -n 'sock'; die **Sockengröße**, -n 'sock size'

**sosort** [zoh-FORT] 'immediately, at once, right away'

**sogar** [zoh-GAHR] 'even'

der **Sohn**, -e 'son'

der **Soldat**, -en, -en [zoldAHT] 'soldier' (See**soldat**)

**sollen**, **ich soll**, **sollte**, **gesollt** 'be supposed to', **ich sollte** (hätte ... **sollen**) 'I should, ought to'

der **Sommer**, - 'summer'; der **Sommersport**, -e 'summer sport'

**Sonder**- 'special' (cf. **besonder**-), die **Sondermeldung**, -en 'special dispatch'

die **Sonne**, -n 'sun'; **sonnig** 'sunny'; der **Sonnabend**, -e 'Saturday' (North Germany), see also der **Samstag**; der **Sonntag**, -e 'Sunday'

**sonst** 'otherwise'

**sozialistisch** [zohtsyahLIStish] 'socialistic'

der **Spaß**, -e 'fun', **es macht Spaß** 'it is fun'

**spät** 'late (opposite of *early*)', **zu spät** 'late (opposite of *on time*)'

**spazieren** [shpaTSIHren]: **ich gehe** ... **spazieren** 'I go for a walk'; der **Spaziergang**, -e '(pleasure) walk', **ich mache einen Spaziergang** 'I take a walk'

**speisen** 'dine'; die **Speisefarte**, -n 'menu', der **Speisewagen**, - 'dining car'

das **Spiel**, -e 'game' (**Fußballspiel**, **Kartenspiel**, **Korbballspiel**, **Rustspiel**, **Schauspiel**, **Tennispiel**, **Wettspiel**); **spielen** 'play'

der **Sport**, -e 'sport' (**Sommersport**, **Wintersport**); **sportlich** 'athletic'; der **Sportklub**, -s 'athletic club', die **Sportmannschaft**, -en 'athletic team', **Sportnachrichten** 'sporting news', der **Sportwagen**, - 'sport model car', die **Sportwelt**, -en 'sports world'

die **Sprache**, -n [SHPRAHkhe] 'language' (from **sprechen**)  
**sprechen**, **er spricht**, **sprach** [SHPRAHKH], **gesprachen** 'speak' (cf. die **Sprache**, -n, der **Spruch**, -e); der **Sprecher**, - 'speaker'

**springen**, **sprang**, **ist gesprungen** 'jump' (cf. **entspringen**, der **Sprung**, -e)

der **Spruch**, -e 'saying' (from **sprechen**)

der **Sprung**, -e 'jump' (from **springen**)

der **Staat**, -en 'state'

die **Stadt**, -e [SHTATT, SHTEHte] 'city', **in die Stadt** '(to) down town', **in der Stadt** '(at) down town' (**Freistadt**, **Hauptstadt**); der **Stadtplan**, -e 'city map', der **Stadtverkehr** 'city traffic'

der **Stahl**, -e *or* -e 'steel'

der **Stall**, -e 'stable, barn (for animals)' (**Fühnerstall**, **Ruhstall**, **Pferdestall**, **Schweinstall**)

der **Stand**, -e 'stand' (from **stehen**)

**stark** (=:) 'strong'; die **Stärke**, -n 'strength'  
**staunen** 'be astonished, be surprized'  
**stecken** 'stick, put (into something)'; ich stecke . . . an 'I light, set fire to', ich stecke . . . ein 'I put in (my pocket), I mail (a letter)'; die **Stednadel**, -n 'pin'  
**stehen**, stand, gestanden 'stand, be' (cf. der **Stand**, -e); ich stehe . . . auf (bin aufgestanden) 'I get up' (der **Aufstand**, -e); die **Stehlampe**, -n 'floor lamp'  
**stehlen**, er stiehlt, stahl, gestohlen 'steal'  
**steigen**, stieg, ist gestiegen 'climb'; ich steige . . . aus 'I get out (of a vehicle)'; ich steige . . . ein 'I get in (a vehicle)', alles einsteigen! 'all aboard!'; ich steige . . . um 'I change (trains, streetcars)'  
**die Stelle**, -n 'place, position' (Haltestelle, Tankstelle); **stellen** 'place, put, set (a clock)', die **Stellung**, -en 'position, job'; ich stelle . . . an 'I turn on', ich stelle . . . her 'I manufacture', ich stelle . . . vor 'I introduce, present'  
**sterben**, er stirbt, starb, ist gestorben 'die'  
**steuern** 'steer'; das **Steuerrad**, -er 'steering wheel'  
**still** 'still, quiet'; die **Stille**, -n 'silence'  
**stimmen**: es stimmt 'it's right, correct'  
**der Stod**, -e 'story, floor (of a building), der erste Stod = American 'second floor' (cf. dreistödig)  
**der Stoff**, -e 'material' (Kriegsstoff, Rohstoff)  
**der Strand**, -e 'beach, seashore'  
**die Straße**, -n 'street'; die **Straßenbahn**, -en 'street railway, streetcar', der **Straßenkampf**, -e 'street fight'

das **Streichholz**, -er 'match'  
 das **Stück**, -e 'piece' (Frühstück, Theaterstück)  
**studieren** [shtuhDIHren] 'study'; der **Student**, -en, -en [shtuhDENT] 'student (at a university)'  
 der **Stuhl**, -e 'chair' (Liegestuhl)  
**stumpf** 'dull'  
 die **Stunde**, -n 'hour'; stündlich 'hourly'  
**stützen** 'support'; der **Stützpunkt**, -e '(military or naval) base' (Flottenstützpunkt)  
**suchen** 'seek, look for' (cf. besuchen, untersuchen, versuchen); die **Suchung**, -en 'search'  
 der **Süden** 'south'; südlich 'southern, to the south'; combining form Süd-  
 die **Suppe**, -n 'soup' (Fleischsuppe, Gemüsesuppe)  
 die **Symphonie**, -n [zümföhNIH] 'symphony'  
 das **Symptom**, -e [zümpTOHM] 'symptom'  
**synthetisch** [zünTEHtish] 'synthetic'  
 der **Tabak**, -e [TAHback] 'tobacco'  
 der **Tag**, -e 'day', guten Tag 'hello, how do you do, good afternoon', acht Tage 'a week', vierzehn Tage 'two weeks' (Sonntag, Montag, Dienstag, Donnerstag, Freitag, Samstag, Geburtstag, Mittag, Wochentag; fünftägig); täglich 'daily'  
 der **Tank**, -s 'tank (container; armored vehicle)'; tanken 'get gasoline', die **Tankstelle**, -n 'gas station'  
 die **Tante**, -n 'aunt'



der **Tanz**, -e '(the) dance'; tanzen '(to) dance'  
 die **Tasche**, -n 'pocket' (Hosentasche, Taschentasche, Mantel-  
 tasche, Westentasche); das **Taschentuch**, -er 'handkerchief'  
 die **Tasse**, -n 'cup'  
 die **Tat**, -en 'deed' (from tun)  
 die **Taxe**, -n [TAKse] or das **Taxi**, -s [TAKsih] 'taxi'  
 der **Tea**, -s 'tea'  
 der **Teil**, -e 'part' (cf. das **Abteil**, -e)  
 das **Telegramm**, -e [tehleGRAMM] 'telegram'; die **Tele-**  
**graphie** [tehlegrahFIH] 'telegraphy'; der **Telegraph**,  
 -en, -en [teleGRAHF] 'telegraph', das **Telegraphenamt**,  
 -er 'telegraph office'; telegraphisch [teleGRAHfish] 'by  
 telegram, telegraphic'; ich **telegraphiere** [telegrah-  
 FIHre] an ihn 'I telegraph (to) him'  
 das **Telephon**, -e [teleFOHN] 'telephone'; das **Telephon-**  
**amt**, -er 'telephone office, central', das **Telephonbuch**,  
 -er 'telephone book'; telephonisch [teleFOHnish] 'by  
 telephone'; ich **telephoniere** [telefohNIHre] mit ihm  
 'I talk with him on the telephone', ich **telephoniere** ihn  
 . . . an 'I telephone (to) him'  
 der **Teller**, - 'plate'  
 die **Temperatur**, -en [temperahTUHR] 'temperature'  
 das **Tennis** 'tennis'; der **Tennisclub**, -s 'tennis club', das  
**Tennispiel**, -e 'tennis game'  
 der **Teppich**, -e 'rug'  
**teuer** 'expensive'

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**Textil**- [tekSTIHL-] 'textile'; **Textilien** 'textiles'; **Textil-**  
**waren** 'textile goods'  
 das **Theater**, - [tehAHter] 'theater'; der **Theaterschau-**  
**spieler**, - 'theater actor', das **Theaterstück**, -e 'play (at  
 the theater)'  
 das **Thermometer**, - [termoh-MEHter] 'thermometer'  
**tief** 'deep'; die **Tiefebene**, -n 'lowland plain'; die **Tiefe**, -n  
 'depth'  
 die **Tinte**, -n 'ink'  
**tippen** 'type'  
 der **Tisch**, -e 'table' (Eßtisch, Eßzimmertisch, Nachtsch,  
 Schreibtisch); die **Tischdecke**, -n 'table cloth'  
 die **Tochter**, - 'daughter'  
 die **Toilette**, -n [twaLETTe] 'toilet'  
**tot** 'dead'; tödlich 'deadly'; töten 'kill'  
 die **Tour**, -en [TUHR] 'tour, trip' (Radtour)  
**tragen**, er trägt [TREHKT], trug, getragen 'carry, wear';  
 der **Träger**, - 'carrier' (Gepäckträger)  
**transportieren** [transs-porTIHren] 'ship, transport'  
**treffen**, er trifft, traf, getroffen 'meet', ich **treffe** sie 'I meet  
 her', ich **treffe** mich mit ihr 'I'm meeting her (by  
 appointment)'  
**treiben**, trieb, getrieben 'carry on, do, be engaged in',  
 ich **treibe** Sport 'I take athletics' (cf. der **Trieb**, -e)  
**trennen** 'divide, separate'  
 die **Treppe**, -n 'stairway'

**treten**, er tritt, trat, ist getreten 'step'  
**der Trieb**, -e 'impulse' (from treiben)  
**trinken**, trank, getrunken 'drink' (cf. betrinken)  
**trocken** 'dry'  
**die Truppe**, -n 'troop'  
**das Tuch**, -er [TUHKH] '(piece of) cloth' (Badetuch, Sandtuch, Taschentuch)  
**tun**, tat, getan 'do, put' (cf. die Tat, -en)  
**die Tür**, -en 'door' (Haustür, Hintertür)  
**turnen** 'do gymnastics'; die Turnhalle, -n 'gymnasium'  
**über** (plus forms 2 and 3) 'over, above'; übrig 'remaining, left over', übrigens 'incidentally'; übermorgen 'the day after tomorrow'; die Überschrift, -en 'headline, heading'  
**überall** [ühber-ALL] 'everywhere'  
**überhaupt** [ühber-HAUPT] 'anyhow'  
**überholen** [ühber-HOHLen] 'overtake, pass'  
**übernachten** [ühber-NAKHten] 'stay overnight, spend the night' (from die Nacht, -e)  
**die Uhr**, -en 'clock, watch', ein Uhr 'one o'clock', etc.; der Uhrmacher, - 'watchmaker'  
**um** (plus form 2): ich bitte um 'I ask for', um halb zwei 'at half past one'; um . . . willen 'for . . . 's sake'; um . . . zu (plus infinitive) 'in order to'  
**der Umschlag**, -e 'envelope' (Briefumschlag)  
**unabhängig** 'independent' (from abhängig)  
**und** 'and'

der Unfall, -e 'accident' (Autounfall); die Unfallversicherung, -en 'accident insurance'  
 die Uniform, -en [uhnihFORM] 'uniform'  
 die Universität, -en [uhnihverzihTEHT] 'university'  
**unmöglich** 'impossible', das kann ich unmöglich machen 'I can't possibly do that' (from möglich)  
**unt-**: unten 'below, downstairs'; unter (plus forms 2 and 3) 'under, beneath'; das Unterhemd, -en 'undershirt', die Unterhose, -n 'shorts, drawers', die Unterschrift, -en 'signature'  
**untersuchen** [unter-ZUHKhen] 'investigate, examine' (from suchen)  
**Ur-** 'great-', as in Urgroßeltern 'great-grandparents', etc.  
 der Urlaub, -e 'leave, furlough', ich gehe auf Urlaub 'I go on leave'  
 die Ursache, -n 'cause', keine Ursache 'not at all, don't mention it'  
 der Vater, - 'father'; väterlich 'fatherly, paternal'  
**verändern** 'change (something)', ich verändere mich 'I change' (from ändern)  
**verarbeiten** 'convert (by some industrial process)' (from arbeiten)  
 der Verband, -e 'bandage' (from verbinden)  
**verbinden**, verband, verbunden 'connect', ich bin falsch verbunden 'I have the wrong number', Sie haben mich falsch verbunden 'you've given me the wrong number'; die Verbindung, -en 'connection, contact' (from binden)

**verboten** 'forbidden, prohibited'  
**verbrennen**, verbrannte, ist verbrannt 'burn, burn up'  
**verdienen** 'earn' (from dienen)  
**vereinigen** 'unite', die Vereinigten Staaten von Amerika  
 'the United States of America'  
**die Verfassung**, -en 'constitution'  
**vergessen**, er vergißt, vergaß, vergessen 'forget'  
**das Vergnügen**, - 'pleasure', viel Vergnügen! 'have a good  
 time!'  
**verhaften** 'arrest'  
**verheiratet** 'married', verheiratet mit 'married to' (from  
 heiraten)  
**verlaufen** 'sell'; der Verkäufer, - 'clerk (in a store)' (from  
 laufen)  
**der Verkehr** 'traffic' (Handelsverkehr, Stadtverkehr); die  
 Verkehrssampel, -n 'traffic light'  
**verlieren**, verlor, verloren 'lose'  
**verloben**: ich verlobe mich (mit) 'I get engaged (to)',  
 Verlobt- 'financé(e)'; die Verlobung, -en 'engagement'  
**vermieten** 'rent' (to a person)' (from mieten)  
**vermissen** 'miss, regret the absence of'  
**verpassen** 'miss (by not arriving on time)'  
**verreisen** (ist verreist) 'go away on a trip' (from reisen)  
**verschieden** 'various, different'  
**versichern** 'insure' (from sicher); die Versicherung, -en 'in-  
 surance' (Feuerversicherung, Lebensversicherung, Un-  
 fallversicherung)

**der Verstand** 'understanding, intelligence' (from ver-  
 stehen); verständlich 'understandable' (cf. selbstver-  
 ständlich)  
**verstehen**, verstand, verstanden 'understand' (cf. der  
 Verstand)  
**der Versuch**, -e '(the) attempt'; versuchen '(to) attempt,  
 try'; die Versuchung, -en 'temptation' (from suchen)  
**der Vertrag**, -e 'treaty' (Friedensvertrag)  
**verwandt** 'related', verwandt mit 'related to'; Verwandt-  
 'relative'  
**verwunden** 'wound' (from die Wunde, -n)  
**verzeihen**, verzieh, verziehen (plus form 3) '(to) pardon';  
 die Verzeihung, -en '(the) pardon', Verzeihung! 'excuse  
 me!'  
**der Vetter**, -n 'male cousin'  
**viel** (mehr, meist-) 'much', vielen Dank! 'many thanks,  
 thanks a lot'  
**vielleicht** [fihLAICHT] 'perhaps'  
**der Vierjahresplan**, -e 'Four Year Plan'  
**von** (plus form 3) 'from, of'  
**vor** (plus forms 2 and 3) 'in front of, before', vor einem  
 Jahr 'a year ago'; vorig 'previous, last'; vorgestern  
 'the day before yesterday', vorher [FOHR-hehr or  
 fohr-HEHR] 'beforehand', der Vormittag, -e 'fore-  
 noon'; vorne 'in front'  
**der Vorschlag**, -e 'suggestion' (from ich schlage . . . vor)  
**die Vorsicht** 'caution', Vorsicht! 'be careful, look out!'



**wach** 'awake'; **wachen** 'stay awake', **ich wache** . . . auf (bin aufgemacht) 'I wake up'  
**wachsen**, er **wächst**, **wuchs**, **ist gewachsen** [VAKsen, VEKST, VUHKS, ge-VAKsen] 'grow'  
**die Wacht** 'watch, guard'; **der Wachtmeister**, - 'police sergeant', **Herr Wachtmeister!** 'officer!'  
**die Waffe**, -n 'weapon' (Luftwaffe)  
**der Wagen**, - 'car' (Beiwagen, Lastwagen, Schlafwagen, Speisewagen, Sportwagen)  
**wählen** 'choose, elect; dial (on the telephone)'  
**wahr** 'true', nicht wahr? 'don't you, isn't he, won't they?', etc.; **die Wahrheit**, -en 'truth'; **wahrscheinlich** [vahr-SHAIN-lich] 'probable'  
**während** 'while'; (plus form 4) 'during'  
**der Wald**, -er 'forest, woods' (Schwarzwald, Spreewald)  
**die Wand**, -e 'wall'  
**wandern** (ist gewandert) 'wander, hike', **die Wanderung**, -en 'hike'; **ich wandere** . . . aus 'I emigrate' (der Auswanderer, -, die Auswanderung, -en), **ich wandere** . . . ein 'I immigrate' (der Einwanderer, -, die Einwanderung, -en)  
**wann** 'when' (in questions)  
**die Ware**, -n 'ware, article', *pl.* 'goods' (Fertigwaren); **das Warenhaus**, -er 'department store'  
**warm** (=:) 'warm', **mir ist warm** 'I'm warm'; **die Wärme**, -n 'warmth'  
**warten** 'wait', **ich warte auf ihn** 'I wait for him', **warten Sie mal!** 'wait a minute!'

**warum** [vahRUMM] 'why'  
 (1) **was** 'what', **was für ein** 'what sort of a'  
 (2) **was** (short for etwas): **so was** 'something like that'  
**waschen**, er **wäscht**, **wusch** [VUHSH], **gewaschen** 'wash', **ich wasche mich** 'I wash (myself)'; **die Wäscherin**, -nen 'laundress'; **die Wäsche**, -n 'wash'; **die Wäscherei**, -en [vesheRAI] 'laundry'  
**das Wasser**, - 'water'; **wässrig** 'watery'  
**wechseln** [VEKseln] 'change, switch'  
**weden** 'wake, awaken (a person)'; **der Wecker**, - 'alarm clock'  
**weder** . . . **noch** 'neither . . . nor'  
**weg** [VECK] (accented adverb) 'away'  
**das Weh**, -e 'woe', **es tut . . . weh** 'it hurts', **mein Arm tut mir weh** 'my arm hurts me'  
**die Wehrmacht** 'armed forces' (cf. **die Macht**, -e)  
**weil** 'because'  
**die Weile**, -n 'while' (Langeweile)  
**der Wein**, -e 'wine' (Rotwein, Weißwein); **die Weinliste**, -n 'wine list', **der Weinkenner**, - 'connoisseur of wines'  
**weiß** 'white'; **weißlich** 'whitish'; **der Weißwein**, -e 'white wine'  
**weit** 'far'  
**der Weizen** 'wheat'  
**die Welt**, -en 'world' (Sportwelt); **weltberühmt** 'world-famous', **der Weltkrieg**, -e 'world war'

**wenig** 'little', *pl.* 'few' (opposite of viel 'much', *pl.* 'many'); **wenigstens** 'at least'

**wenn** 'if, whenever; when (in speaking of the present and the future)'

**werden**, er wird, wurde, ist geworden (1) 'become'; (2) used to form the future phrase; (3) used to form the passive phrase (participle is then worden)

die **Weste**, -n 'vest'; die **Westentasche**, -n 'vest pocket'

der **Westen** 'west'; **westlich** 'western, to the west'; combining form is **West-**

die **Wette**, -n '(the) bet', ich laufe um die **Wette** 'I race (running)', ich schwimme um die **Wette** 'I race (swimming)', etc.; **wetten** '(to) bet'; der **Wettkampf**, -e 'match, contest', der **Wettlauf**, -e '(running) race', das **Wettspiel**, -e 'match, contest'

das **Wetter**, - 'weather' (zum **Donnerwetter**); der **Wetterbericht**, -e 'weather report'

**wichtig** 'important'

**wickeln**: ich wickle . . . ein 'I wrap up'

(1) **wie** 'how', wie bitte? 'what did you say?'; **wieso** [vih-ZOH] 'how come', **wieviel** 'how much'

(2) **wie**: so . . . **wie** 'as . . . as, so . . . as'

**wieder** '(back) again'; ich sehe . . . **wieder** 'I see again', auf **Wiedersehen** 'goodbye'

der **Wille**, forms 2 and 3 **Willen**, form 4 **Willens** 'will' (cf. freiwillig); um . . . **willen** 'for . . . 's sake'

der **Winter**, - 'winter'; der **Wintersport**, -e 'winter sport'

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**wirklich** 'real'

der **Wirt**, -e 'landlord, innkeeper'; die **Wirtin**, -nen 'landlady'; die **Wirtschaft**, -en 'economy' (**Industriewirtschaft**, **Landwirtschaft**, **Milchwirtschaft**), **wirtschaftlich** 'economic(ally)'; das **Wirtshaus**, -er 'inn'

**wissen**, ich weiß, mußte, gewußt 'know (a fact)', **wissen Sie noch** 'do you remember', das weiß ich nicht mehr 'I don't remember'

**wo** 'where, in what place', wo . . . **her** or **woher** [voh-HEHR] 'from where', wo . . . **hin** or **wohin** [voh-HINN] 'to where'

**wo(r)-**: **wovon** [voh-FONN] 'from what', **worin** [vohr-INN] 'in what', etc.

die **Woche**, -n 'week' (der **Mittwoch**, -e); **wöchentlich** 'weekly'; das **Wochenende**, -n 'week end', die **Wochen-schau**, -en 'newsreel', die **Wochen-schrift**, -en 'weekly (publication)', der **Wochentag**, -e 'weekday, day of the week'

**wohnen** 'live, dwell, reside' (cf. der **Einwohner**, -); die **Wohnung**, -en 'apartment'; das **Wohnzimmer**, - 'living room'

die **Wolle**, -n 'wool' (**Baumwolle**); die **Wolldecke**, -n '(woolen) blanket'

**wollen**, ich will, wollte, gewollt 'want to'

die **Wunde**, -n 'wound' (cf. **vermunden**)

das **Wunder**, - 'wonder, miracle'; **wunderbar** 'wonderful'; **wunderschön** 'wonderfully beautiful'

der Wunsch, -e 'the wish'; wünschen '(to) wish'  
 die Wurst, -e 'sausage'  
 die Zahl, -en 'number' (Anzahl); zahlen: bitte zahlen!  
 'the bill, please!'; zählen 'count' (cf. erzählen)  
 der Zahn, -e 'tooth'; die Zahnbürste, -n 'toothbrush', die  
 Zahnpaste, -n 'toothpaste', das Zahnrad, -er 'gear'  
 zeigen 'show'  
 die Zeit, -en 'time' (rechtzeitig, Jahreszeit); zeitlich 'tem-  
 poral'; die Zeitschrift, -en 'periodical, journal'  
 die Zeitung, -en 'newspaper' (Abendzeitung)  
 das Zelt, -e 'tent'  
 zentral [tsenTRAHL] 'central'; Zentralmächte 'Central  
 Powers'  
 zerstören 'destroy'  
 der Zettel, - 'slip (of paper)'  
 die Ziege, -n '(female) goat'  
 (1) ziehen, zog, gezogen 'pull, draw' (cf. der Zug, -e); ich  
 ziehe . . . an 'I dress (someone), put on (something)',  
 ich ziehe mich . . . an 'I get dressed' (der Anzug, -e, der  
 Schuhanzieher, -); ich ziehe . . . auf 'I wind up'; ich  
 ziehe . . . aus 'I undress (someone), take off (some-

thing)', ich ziehe mich . . . aus 'I get undressed'; ich  
 ziehe . . . ein 'I draft (into the army)'; ich ziehe . . . um  
 'I change (someone's) clothes', ich ziehe mich . . . um 'I  
 change my clothes'  
 (2) ziehen, zog, ist gezogen 'move'; ich ziehe . . . aus  
 'I move out', ich ziehe . . . ein 'I move in', ich ziehe . . .  
 um 'I move (from one place to another)'  
 ziemlich 'rather, pretty'  
 die Zigarette, -n [tsihgahRETTel] 'cigarette'  
 die Zigarre, -n [tsihGARRe] 'cigar'  
 das Zimmer, - 'room' (Badezimmer, Esszimmer, Schlaf-  
 zimmer, Wohnzimmer); die Zimmerdecke, -n 'ceiling'  
 (1) zu (plus form 3) 'to'  
 (2) zu 'too', as in zu schnell 'too fast'  
 der Zucker 'sugar'; die Zuckerrübe, -n 'sugar beet'  
 der Zug, -e 'train' (from ziehen)  
 zurück [tsuhRÜCK] (accented adverb) 'back' (cf. der  
 Rücken, -)  
 zusammen [tsuh-ZAMMen] 'together'  
 zwar 'to be sure' (means that a *but* is coming), und  
 zwar 'and now-I'm-going-into-details, namely'  
 zwischen (plus forms 2 and 3) 'between'

## GEOGRAPHICAL NAMES

(See also Supplementary Word List 2)

Alpen 'Alps'  
 der Atlantik [atLANtik] 'Atlantic (ocean)'

der Balkan 'Balkan area'  
 (das) Berlin [berLIHN] 'Berlin'

(das) **Chicago** [shihKAHgoh] 'Chicago'  
 (das) **Danzig** 'Danzig'  
 die **Donau** 'Danube (river)'  
 die **Elbe** 'Elbe (river)'  
 (das) **Hamburg** 'Hamburg'  
**Karpathen** [karPAHten] 'Carpathians'  
 (das) **London** 'London'  
 das **Mittelmeer** 'Mediterranean Sea'  
 (das) **München** 'Munich'  
 (das) **New York** 'New York'  
 die **Nordsee** 'North Sea'  
 die **Oder** 'Oder (river)'  
 die **Ostsee** 'Baltic (sea)'  
 der **Rhein** [RAIN] 'Rhine (river)'

(das) **Rom** [ROHM] 'Rome'; römisch 'Roman'; der  
 Römer, - 'Roman (man)'  
 die **Ruhr** 'Ruhr (river)'; das Ruhrgebiet 'Ruhr area'  
 der **Schwarzwald** 'Black Forest'  
 die **Spree** 'Spree (river)'; der Spreewald 'Spree Forest'  
 der **Stille Ozean** 'Pacific Ocean'  
 (das) **Teutoburg** [TOItoh-burk] 'Teutoburg'  
 (das) **Versailles** [verSAI] 'Versailles'  
**Voralpen** 'foothills of the Alps'  
 die **Weichsel** [VAIKsel] 'Vistula (river)'  
 (das) **Weimar** 'Weimar'  
 die **Weser** 'Weser (river)'  
 (das) **Wien** 'Vienna'

## PERSONAL NAMES

**Beethoven**, Ludwig van [LUHT-vich vann BEHT-hohven]  
**Bismarck** [BISS-mark]  
**Fischer**  
 (der) **Fritz**  
**Goebbels**, Joseph [YOHzeß GÖBBelss]  
 (der) **Hans** [HANSS]  
**Hermann der Cherusker** [cheRUSker] 'Arminius'  
**Hitler**, Adolf [AHdolf]  
**Karl der Große** 'Charlemagne'  
**Keller**

**Lehmann** [LEH-mann]  
**Meyer** [MAIer]  
**Müller**  
 (der) **Paul**  
**Schmeling**, Max [MAKS SHMEHling]  
**Schmidt**  
**Schneider**  
**Schulze**  
**Wagner**, Richard [RIChart VAHgner]  
**Wessely**, Paula [PAULah VESSelih]

## ENGLISH-GERMAN VOCABULARY

This list should not be used as a source of new information, but only as a place to find words that you have temporarily forgotten. To use it effectively, you should refer back as often as necessary to the German-English vocabulary, and to the individual units, for such things as pronunciation, irregular verb forms, etc.

Omitted from this list are personal, city, and river names; words contained in the supplementary word lists on pp. 512-517; obvious compounds, like *die Abendausgabe*, -n 'evening edition'; and words that appear only in the *Making New Words* sections. Otherwise the list includes all the English words in units 1-30 for which German equivalents can conveniently be given. Some English words, like *at* and *would*, and some German

words, like *gern* and the intensifier *doch*, have been omitted because a full treatment of their translations would take several pages of explanations and examples. Other English words, like *do* and *get*, are followed by a few typical translations, but no attempt is made to give all the German words that correspond to them.

A dash (—) means that the alphabetically listed word is to be supplied. An asterisk (\*) means that the German verb in question has irregular forms, or makes its perfect and pluperfect phrases with *sein*; consult the German-English vocabulary for details. English adverbs derived from adjectives (like *awfully*, derived from *awful*) are not listed, since the German adjective (*furchtbar*) translates them both.

able: be — \*können

about etwa

above (adverb) oben; (preposition)  
über (plus forms 2 and 3)

abroad das Ausland

accelerator der Gashebel,-

accident der Unfall,-e

according to nach (plus form 3)

account das Konto,-s

ache: head — Kopfschmerzen; stom-  
ach — Magenschmerzen

acquaintance Bekannt-

acquainted bekannt; be — with  
\*kennen

actor der Schauspieler,-

actress die Schauspielerin,-nen

A. D. n. Chr. (= nach Christus)

address die Adresse,-n

afford: I can — ich kann mir . . . leisten

after (preposition) nach (plus form 3);  
(conjunction) nachdem

afternoon der Nachmittag, -e; in the —  
 am Nachmittag, nachmittags  
 afterwards nachher  
 again noch einmal; (back) — wieder  
 against gegen (plus form 2)  
 ago: a year — vor einem Jahr  
 agricultural landwirtschaftlich  
 agriculture die Landwirtschaft, -en  
 ahead: straight — gerade aus  
 air die Luft, -e  
 air force die Luftwaffe, -n  
 airmail die Luftpost  
 airplane das Flugzeug, -e  
 alarm clock der Wecker, -  
 alive: be — leben  
 allow: be —ed to \*dürfen  
 ally der Alliert-; (to) — alliiieren  
 almost fast  
 alone allein  
 along: bring — ich \*bringe . . . mit;  
     come — ich \*komme . . . mit; take  
     — ich \*nehme . . . mit  
 Alps Alpen: foothills of the — Vor-  
     alpen  
 already schon, bereits

also auch  
 although obwohl  
 always immer  
 amount die Anzahl, -en; die Menge, -n  
 amuse amüsieren  
 and und  
 announce melden  
 another (an additional) noch ein; —  
     (a different) ein ander-; one —  
     einander  
 antiaircraft die Flak  
 anyhow überhaupt  
 apartment die Wohnung, -en  
 apiece je  
 apparatus der Apparat, -e  
 appear \*erscheinen  
 apple der Apfel, -e  
 approximately etwa  
 April der April, -e  
 area das Gebiet, -e  
 arm der Arm, -e  
 arm (with weapons) rüsten  
 armed forces die Wehrmacht, -e  
 army die Armee, -n, das Heer, -e  
 arrest verhaften

arrive ich \*komme . . . an  
 artillery die Artillerie, -n  
 as wie; as . . . as, so . . . as so . . . wie;  
     — though, — if als ob  
 ask (a question) fragen; I — you for  
     ich \*bitte Sie um (plus form 2)  
 aspirin das Aspirin  
 assume ich \*nehme . . . an  
 astonish: be —ed staunen  
 at all: not — gar nicht; nothing — gar  
     nichts; no . . . — gar kein  
 athletics der Sport, -e  
 Atlantic der Atlantik  
 attack ich \*greife . . . an  
 attention: pay — ich passe . . . auf  
 August der August, -e  
 aunt die Tante, -n  
 auto das Auto, -s  
 autumn der Herbst, -e  
 aviator der Flieger, -  
 away (accented adverb) weg; do —  
     with ich \*schaffe . . . ab; right —  
     gleich, sofort  
 awful fürchtbar  
 axis die Achse, -n



back (accented adverb) zurück; in —  
hinten; in — of hinter (plus forms  
2 and 3)

bad (of poor quality) schlecht; — (seri-  
ous) schlimm; too — schade

bag (luggage) der Koffer, -

bake \*baden

baker der Bäcker, -

bakery die Bäckerei, -en

Balkan area der Balkan

ball der Ball, -e, die Kugel, -n

Baltic Sea die Ostsee

band die Kapelle, -n

bank die Bank, -en

bar die Bar, -s

barber der Friseur, -e

barley die Gerste

barn (for storing hay, etc.) die  
Scheune, -n; — (for animals) der  
Stall, -e

barracks die Kaserne, -n

base: be —ed on beruhen auf (plus  
form 3); naval — der Flottenstütz-  
punkt, -e

basis der Grund, -e

basket der Korb, -e

basketball der Korbball, -e

bath das Bad, -er; take a — baden

bathe baden

bathing suit der Badeanzug, -e

bathroom das Badezimmer, -

bath towel das Badetuch, -er

battle die Schlacht, -en

B. C. v. Chr. (= vor Christus)

be \*sein; (with flat objects) \*liegen;  
(with upright objects) \*stehen

beach der Strand, -e

beat besiegen, \*schlagen

because weil

become \*werden

bed das Bett, -en

bedroom das Schlafzimmer, -

beer das Bier, -e

beet die rote Rübe, -n; sugar — die  
Zuckerrübe, -n

before (conjunction) ehe; (preposi-  
tion) vor (plus forms 2 and 3)

beforehand vorher

begin ich \*fange . . . an

beginning der Anfang, -e

behind (adverb) hinten; (preposition)  
hinter (plus forms 2 and 3)

believe glauben

belong to gehören (plus form 3)

below (adverb) unten; (preposition)  
unter (plus forms 2 and 3)

bend \*biegen

beside neben (plus forms 2 and 3)

best best-

bet die Wette, -n; (to) — wetten; you  
— allerdings

better besser

between zwischen (plus forms 2 and 3)

bicycle das Fahrrad, -er, das Rad, -er;  
(to) — radeln

bicycle trip die Radtour, -en

big groß (—)

bill: the —, please bitte zahlen

birthday der Geburtstag, -e

bit: a — ein bißchen

black schwarz (—)

blade die Klinge, -n

blame die Schuld, -en

blanket die Wolldecke, -n, die Decke, -n

blood das Blut, -e



blood pressure der Blutdruck, -e  
 blow a horn hupen  
 blue blau  
 boarding house die Pension, -en  
 boat das Boot, -e  
 boil kochen  
 boloney (nonsense) der Quatsch  
 bomb die Bombe, -n  
 bomb(ard) bombardieren  
 bomber plane das Bombenflugzeug, -e  
 book das Buch, -er  
 border die Grenze, -n; it —s on es  
 grenzt an (plus form 2)  
 boring langweilig  
 born geboren; when were you —?  
 wann sind Sie geboren  
 borrow ich \*leihe mir  
 bottle die Flasche, -n  
 bottom der Grund, -e  
 boundary die Grenze, -n  
 bounded: it is — by es grenzt an  
 (plus form 2)  
 box der Kasten, -; mail — der Brief-  
 kasten, -; (small) — die Schachtel, -n;  
 (to) — boren  
 boy der Junge, -n, -n(s); boy! Rinder!

brake die Bremse, -n; put on the —  
 bremsen  
 brandy der Schnaps, -e  
 bread das Brot, -e  
 break \*brechen  
 breakfast das Frühstück, -e  
 bring \*bringen; — along ich \*bringe  
 . . . mit  
 broke (out of money) pleite  
 brother der Bruder, -  
 brother-in-law der Schwager, -  
 brothers and sisters Geschwister  
 brown braun  
 brush die Bürste, -n; (to) — bürsten;  
 I — my teeth ich putze mir die  
 Zähne  
 build bauen  
 bull der Bulle, -n, -n  
 bullet die Kugel, -n  
 bum (something from someone)  
 pumpen  
 bunk (nonsense) der Quatsch  
 burgundy: sparkling — der rote  
 Sekt, -e  
 burn (up) \*verbrennen  
 bus der Autobus, -se

busted kaputt  
 busy: the line is — die Leitung ist  
 besetzt  
 but aber  
 butcher der Schlächter, -  
 butcher's shop die Schlächterei, -en  
 butter die Butter  
 buy kaufen  
 café das Café, -s  
 cake der Kuchen, -  
 call \*rufen: — up ich \*rufe . . . an;  
 be —ed \*heißen  
 calm down beruhigen  
 camp das Lager, -  
 campaign der Feldzug, -e  
 can \*können  
 capital (city) die Hauptstadt, -e  
 capture \*fangen  
 car der Wagen, -  
 card die Karte, -n  
 careful: be —! Vorsicht!  
 Carpathians Karpathen  
 carrot die gelbe Rübe, -n  
 carry on \*treiben  
 case der Fall, -e

cashier der Kassierer,-  
 catch \*fangen  
 cathedral der Dom,-e  
 cause die Ursache,-n  
 caution die Vorsicht  
 cavalry die Kavallerie,-n  
 celebrate feiern  
 central zentral  
 Central Europe (das) Mitteleuropa  
 central mountain range das Mittelgebirge,-  
 Central Powers Zentralmächte  
 century das Jahrhundert,-e  
 certain sicher  
 certainly (= yes sir) bitte schön, bitte sehr  
 chair der Stuhl,-e  
 champagne der Sekt,-e  
 chancellor der Kanzler,-; Reich — der Reichskanzler,-  
 change verändern: — (exchange) wechseln; — (trains, street cars) ich \*steige . . . um; — clothes ich \*ziehe . . . um  
 cheese der Käse,-  
 chemical chemisch

chemicals Chemikalien  
 chemist der Chemiker,-  
 chemistry die Chemie  
 chicken das Huhn,-er; I keep —s ich habe eine Hühnerzucht  
 child das Kind,-er  
 choose wählen  
 Christ (der) Christus  
 cigar die Zigarre,-n  
 cigarette die Zigarette,-n  
 city die Stadt,-e  
 class die Klasse,-n  
 clean sauber; (to) — reinigen  
 clear klar  
 clerk (in a store) der Verkäufer,-  
 clock die Uhr,-en; alarm — der Wecker,-  
 close ich mache . . . zu  
 close (barely sufficient) knapp  
 club der Klub,-s  
 clutch die Kupp(e)lung,-en  
 coal die Kohle,-n  
 coat (of a suit) die Jacke,-n; over — der Mantel,-  
 cocktail der Cocktail,-s

coffee der Kaffee,-s  
 cold kalt (-); I'm — mir ist kalt; — (in the head) die Erkältung,-en; I catch — ich erkälte mich  
 color die Farbe,-n  
 comb der Kamm,-e; (to) — kämmen  
 come \*kommen  
 comedy das Lustspiel,-e  
 comma das Komma,-s  
 commerce der Handel,-  
 commercial traffic der Handelsverkehr  
 common (mean) gemein; — (mutual) gemeinsam  
 compartment das Abteil,-e  
 concert das Konzert,-e  
 connect \*verbinden  
 connection die Verbindung,-en  
 conquer (territory) erobern  
 consist of \*bestehen aus  
 constitution die Verfassung,-en  
 contact die Verbindung,-en  
 continent der Kontinent,-e  
 continually dauernd  
 convert (by some industrial process) verarbeiten

cook kochen  
 cop der Schupo, -s  
 corner die Ecke, -n  
 correct richtig; it's — es stimmt  
 corridor der Korridor, -e  
 cost kosten  
 cotton die Baumwolle, -n  
 country das Land, -er  
 course: of — natürlich, selbstverständ-  
 lich  
 cousin (female) die Kusine, -n  
 cousin (male) der Vetter, -n  
 cover (with something) belegen  
 covering die Decke, -n  
 cow die Kuh, -e  
 cream (on milk) die Sahne, -n; —  
 (face, etc.) die Krem, -s  
 crooked schief  
 crowd die Menge, -n  
 crown die Krone, -n; (to) — krönen  
 crying: for — out loud! zum Don-  
 nermetter!  
 cultivate ich baue . . . an  
 cup die Tasse, -n  
 curve die Kurve, -n

cut der Schnitt, -e; hair — der Haar-  
 schnitt, -e; (to) — \*schneiden  
 daily täglich  
 dairy die Molkerei, -en  
 damage der Schaden, -e  
 damp feucht  
 dance tanzen  
 dark dunkel  
 daughter die Tochter, -en  
 day der Tag, -e  
 day of the week der Wochentag, -e  
 daytime: in the — am Tage  
 dead tot  
 dear lieb  
 debt die Schuld, -en  
 December der Dezember, -e  
 declare erklären  
 deep tief  
 definite bestimmt  
 degree der Grad, -e  
 democratic demokratisch  
 depart ich \*fahre . . . ab  
 department store das Warenhaus, -er  
 desire die Lust, -e  
 desk der Schreibtisch, -e

dessert der Nachtsch, -e  
 destroy zerstören  
 develop entwickeln; it —s es entwickelt  
 sich  
 dial (on the telephone) wählen  
 dictatorship die Diktatur, -en  
 die \*sterben  
 different ander-, — (various) ver-  
 schieden  
 difficult schwer  
 dine speisen  
 dining car der Speisewagen, -e  
 dining room das Esszimmer, -e  
 dinner (noon) das Mittagessen, -; —  
 (evening) das Abendessen, -; I eat  
 (noon) — ich \*esse zu Mittag; I eat  
 (evening) — ich \*esse zu Abend  
 direct direkt  
 direction die Richtung, -en  
 dirty schmutzig  
 dispatch die Meldung, -en; special —  
 die Sondermeldung, -en  
 divide trennen  
 do machen, \*tun; how do you — guten  
 Tag; — away with ich \*schaffe . . . ab

doctor der Doktor,-en; -- (= physician) der Arzt,-e  
 done fertig  
 door die Tür,-en  
 down herunter, hinunter; (to) — town in die Stadt; (at) — town in der Stadt  
 downstairs unten  
 dozen das Dutzend,-e  
 draft (into the army) ich \*ziehe . . . ein  
 dress ich \*ziehe . . . an; I get —ed ich \*ziehe mich . . . an  
 drink \*trinken  
 drive \*fahren  
 driver's license der Führerschein,-e  
 druggist der Apotheker,-  
 druggist's shop die Apotheke,-n  
 drugstore die Drogerie,-n  
 drunk betrunken; I get — ich \*betrinke mich  
 dry trocken  
 dull stumpf  
 dumb dumm (—)  
 during während (plus form 4)  
 early früh; be — zu früh \*kommen  
 earn verdienen

east der Osten; *combining form* Ost-; to the — of östlich von  
 eastern östlich  
 easy leicht; take it —! beruhigen Sie sich!  
 eat \*essen  
 economic(ally) wirtschaftlich  
 economy die Wirtschaft,-en  
 edition die Ausgabe,-n  
 egg das Ei,-er  
 either . . . or entweder . . . oder  
 elect wählen  
 else sonst  
 emigrate ich \*wandere . . . aus  
 emperor der Kaiser,-  
 empire das Reich,-e  
 empty leer; — into (as a river at its mouth) münden  
 end das Ende,-n  
 enemy der Feind,-e; feindlich  
 engaged verlobt; I get — (to) ich verlobe mich (mit); be — in \*treiben  
 engineer der Ingenieur,-e; corps of —s das Pioniercorps  
 enough genug

envelope der Umschlag,-e; — (specifically for a letter) der Briefumschlag,-e  
 eraser der Radiergummi,-s  
 establish begründen  
 even sogar  
 evening der Abend,-e; in the — am Abend, abends  
 everyone alle  
 everything alles  
 everywhere überall  
 exact genau  
 examine untersuchen  
 example das Beispiel,-e; for — zum Beispiel  
 excellent ausgezeichnet  
 except (for) außer (plus form 3)  
 excuse me! Verzeihung!  
 expensive teuer  
 experience erleben  
 explain erklären  
 explanation die Erklärung,-en  
 export ich führe . . . aus  
 exportation die Ausfuhr,-en  
 extend es erstreckt sich

fact: as a matter of — eigentlich, an  
 sich  
 factory die Fabrik, -en  
 fall (of the year) der Herbst, -e  
 family die Familie, -n  
 famous berühmt  
 far weit, fern  
 farm der Bauernhof, -e; dairy — die  
 Milchwirtschaft, -en  
 farmer der Bauer, -n or -n, -n  
 farm hand der Knecht, -e  
 fast schnell; the clock is — die Uhr  
 \*geht . . . vor  
 father der Vater, -e  
 fault die Schuld, -en  
 favor der Gefallen, -e  
 favorite der Liebling, -e; *in compounds*  
 Lieblings-  
 February der Februar, -e  
 feel (something) fühlen; how do you  
 —? wie fühlen Sie sich?; would  
 you — like hätten Sie Lust  
 fellow der Kerl, -e  
 fetch holen  
 fever das Fieber, -e  
 few wenige; a — einige, ein paar

fiancé der Verlobt-  
 fiancée die Verlobt-  
 field das Feld, -er; — (of endeavor)  
 das Gebiet, -e  
 fight der Kampf, -e; (to) — kämpfen  
 fill füllen; — out ich fülle . . . aus  
 film der Film, -e  
 find \*finden  
 fine: I'm — es geht mir gut  
 fire das Feuer, -e  
 first erst  
 fit passen (plus form 3)  
 fix up (= mend) ich mache . . . heil  
 flat flach  
 fleet die Flotte, -n  
 floor (of a room) der Fußboden, -e; —  
 (of a building) der Stock, -e; ground  
 or first — das Parterre, -s  
 flow \*fließen; — into (as a river at  
 its mouth) \*münden  
 flower die Blume, -n  
 fly \*fliegen  
 fog der Nebel, -e  
 food das Essen, -e  
 for für (plus form 2)

forbidden verboten  
 foreign trade der Außenhandel, -e  
 forest der Wald, -er  
 forget \*vergessen  
 fork die Gabel, -n  
 form bilden  
 fortunately glücklicherweise  
 found begründen  
 fountain pen der Füllfederhalter, -e  
 Four Year Plan der Vierjahresplan, -e  
 free frei  
 Friday der Freitag, -e  
 friend der Freund, -e, Bekannt-  
 front: in — vorne; in — of vor (plus  
 forms 2 and 3); (battle) — die  
 Front, -en  
 fruit das Obst  
 frying pan die Bratpfanne, -n  
 full (from eating) satt  
 fun der Spaß, -e; it is — es macht  
 Spaß  
 furlough der Urlaub, -e  
 gadget das Ding, -er  
 game das Spiel, -e  
 garage die Garage, -n

garden der Garten,=   
 gas das Gas,-e   
 gasoline das Benzin,-e; get — tanken   
 gasoline station die Tankstelle,-n   
 gearshift die Schaltung,-en   
 gearshift speed der Gang,=e   
 gentleman der Herr,-n,-en; lady and  
 — Herrschaften   
 geographic geographisch   
 geography die Geographie,-n   
 get (= receive) \*bekommen, kriegen;  
 — (= become) \*werden; (go and)  
 — holen; — up ich \*stehe . . . auf; —  
 in (a vehicle) ich \*steige . . . ein;  
 — out (of a vehicle) ich \*steige . . .  
 aus; — engaged ich verlobe mich;  
 — married heiraten; — dressed ich  
 \*ziehe mich . . . an; — undressed  
 ich \*ziehe mich . . . aus; — gasoline  
 tanken   
 girl das Mädchen,-; hired — (on a  
 farm) die Magd,=e   
 give \*geben; — up ich \*gebe . . . auf   
 glad: I'm — ich freue mich   
 glass das Glas,=er   
 go \*gehen; — (in a vehicle) \*fahren;  
 I — out (on a date, etc.) ich \*gehe  
 . . . aus

goat (female) die Ziege,-n   
 god der Gott,=er; thank — Gott sei  
 Dank   
 good gut (besser, best-)   
 good-bye auf Wiedersehen   
 good-looking gut aussehend, hübsch   
 goodness: for—'sake um Gottes willen   
 goods Waren (sg. die Ware)   
 government die Regierung,-en   
 grain das Getreide,-   
 grand herrlich   
 grand- Groß-, *as in* grandparents  
 Großeltern, etc.   
 granddaughter die Enkelin,-nen   
 grandson der Enkel,-   
 grasp \*greifen   
 gray grau   
 grease schmieren   
 great- Ur-, *as in* great-grandparents  
 Urgroßeltern, etc.   
 green grün   
 grippe die Grippe,-n   
 groceries Lebensmittel   
 grocery store das Lebensmittelge-  
 schäft,-e   
 grow \*wachsen

guest der Gast,=e   
 guilt die Schuld,-en   
 guy der Kerl,-e   
 gymnasium die Turnhalle,-n   
 gymnastics: do — turnen   
 hair das Haar,-e   
 haircut der Haarschnitt,-e   
 half halb, die Hälfte,-n; one and a -  
 anderthalb   
 halt! halt!   
 ham der Schinken,-   
 handball der Handball,=e   
 hang hängen; — (= be hanging)  
 \*hängen   
 hangover der Rater,-   
 happen \*passieren   
 harbor der Hafen,=   
 hard (= not soft) hart; — (= not  
 easy) schwer   
 hardly kaum   
 harvest die Ernte,-n   
 hat der Hut,=e   
 have \*haben; — to \*müssen   
 head der Kopf,=e; — (in compounds)  
 Haupt-   
 headache Kopfschmerzen



heading, headline die Überschrift, -en  
 headquarters das Hauptquartier, -e  
 heal \*heilen  
 healthy gesund (—)  
 hear hören  
 heart das Herz, -en(s), -en  
 heaven der Himmel, -; for —'s sake!  
 um Gottes willen!  
 heavy schwer  
 hello guten Tag  
 help \*helfen (plus form 3)  
 here hier; to — hierher  
 hike \*wandern  
 hired man der Knecht, -e  
 history die Geschichte, -n  
 hit \*schlagen  
 hmm so so  
 hold \*halten  
 holy heilig  
 home: at — zu Hause, (to) — nach  
 Hause  
 hope hoffen; I — hoffentlich  
 horn die Hupe, -n; blow a — hupen  
 horse das Pferd, -e  
 horse barn der Pferdestall, -e

hospital das Krankenhaus, -er; mili-  
 tary — das Lazarett, -e  
 hostile feindlich  
 hot heiß; I'm — mir ist heiß  
 hotel das Hotel, -s  
 hour die Stunde, -n  
 house das Haus, -er; boarding — die  
 Pension, -en  
 how wie; — are you? wie geht es  
 Ihnen?; — come? wie so?  
 human being der Mensch, -en, -en  
 hunger der Hunger  
 hungry: I'm — ich \*habe Hunger  
 hurt: it —s (me) es tut (mir) weh  
 husband der Mann, -er  
 idea die Idee, -n  
 if wenn; as — als ob  
 immediately gleich, sofort  
 immigrate ich \*wandere . . . ein  
 import ich führe . . . ein  
 importance (significance) die Be-  
 deutung, -en  
 important wichtig  
 importation die Einfuhr, -en  
 impossible unmöglich  
 impression der Eindruck, -e

in herein, hinein; in (plus forms 2  
 and 3)  
 incidentally übrigens  
 independent unabhängig  
 individual einzeln  
 indoors drinnen  
 industry die Industrie, -n  
 infantry die Infanterie, -n  
 inflammation die Entzündung, -en  
 influenza die Grippe, -n  
 information der Bescheid, -e  
 inhabitant der Einwohner, -  
 ink die Tinte, -n  
 -in-law Schwieger-,; brother — der  
 Schwager, -; sister — die Schwä-  
 gerin, -nen  
 inn das Wirtshaus, -er  
 inside drinnen  
 instead (= rather) lieber  
 insurance die Versicherung, -en  
 insure versichern  
 interest: be —ed in ich interessiere  
 mich für  
 interesting interessant  
 introduce (a person) ich stelle . . . vor;  
 — (a thing) ich führe . . . ein



investigate untersuchen  
 invite ich \*lade . . . ein  
 iron das Eisen,-  
 iron (clothes) bügeln  
 island die Insel,-n  
 January der Januar,-e  
 journey die Reise,-n  
 July der Juli,-s  
 June der Juni,-s  
 just gerade  
 kaiser der Kaiser,-  
 keep: I — having bad luck ich \*habe  
     dauernd Pech; I — chickens ich  
     \*habe eine Hühnerzucht  
 kill töten; — (by hitting) ich \*schlage  
     . . . tot  
 kilometer das (or der) Kilometer,-  
 kind: what — of was für  
 king der König,-e  
 kitchen die Küche,-n  
 knapsack der Rucksack,-e  
 knife das Messer,-  
 knock out ich \*schlage . . . f. o.  
 knockout der R. o.,-s

know (a fact) \*wissen; — (a place or  
 person) \*kennen; I — about it ich  
     \*weiß Bescheid  
 known, well known bekannt  
 lady die Dame,-n; — and gentleman  
     Herrschaften  
 lake der See,-n  
 lamp die Lampe,-n  
 land das Land,-er; (to) — \*landen  
 landing die Landung,-en  
 landing boat das Landungsboot,-e  
 landlady die Wirtin,-nen  
 large groß (≡)  
 last letzt-; — (= preceding) vorig  
 late spät; be — zu spät \*kommen  
 laundry (place) die Wäscherei,-en; —  
     (clothes) die Wäsche,-n  
 lay legen  
 lazy faul  
 lead führen  
 leader der Führer,-  
 learn lernen  
 least: at — wenigstens  
 leave der Urlaub,-e; (to) — \*lassen;  
     — (= depart) ich \*fahre . . . ab

left links-; to the — links  
 leg das Bein,-e  
 lend \*leihen  
 let \*lassen; let's . . . wir wollen . . . ;  
     — out ich \*lasse . . . aus  
 letter der Brief,-e  
 lever der Hebel,-  
 license: driver's — der Führerschein,-e  
 lie \*liegen; — down ich lege mich  
     (. . . hin)  
 life das Leben,-  
 light (= not dark) hell; — (= not  
     heavy) leicht; I — (= set fire to)  
     ich stecke . . . an; have you got a —?  
     haben Sie Feuer?; traffic — die  
     Verkehrssampel,-n  
 lightning der Blitz,-e; it —s es blitzt  
 like \*mögen; would — to ich möchte  
     (gern); I — it es \*gefällt mir; see  
     also gern (lieber, am liebsten)  
 line (electric) die Leitung,-en  
 linen das Leinen,-  
 listen to ich höre mir . . an  
 liter das (or der) Liter,-  
 little (= not big) klein; — (= not  
     much) wenig

live (= be alive) leben; — (= dwell, reside) wohnen; — to see erleben  
 living room das Wohnzimmer,-  
 located: be — \*liegen  
 long lang (—); for a — time lange  
 look (good, bad, etc.) ich \*sehe . . . aus; — at ich \*sehe . . . an; — up ich \*sehe . . . nach; — out ich passe . . . auf; — for suchen; — over (= examine) untersuchen  
 lord: oh good —! ach Du lieber Gott!; thank the —! Gott sei Dank!  
 lose \*verlieren  
 lot: a whole — of eine ganze Menge  
 lowland plain die Tiefebene,-n  
 luck das Glück; bad — das Pech,-e  
 lucky: I'm — ich \*habe Glück  
 lung die Lunge,-n  
 magnificent herrlich  
 maid das Dienstmädchen,-  
 mail die Post; (to) — ich stecke . . . ein  
 mailbox der Briefkasten,-  
 mailman der Briefträger,-, der Postbote,-n,-n  
 main (in compounds) Haupt-  
 mainly hauptsächlich

make machen; I — a speech ich \*halte eine Rede  
 man der Mann,-er; man! Mensch!  
 maneuver das Manöver,-  
 manufacture ich stelle . . . her  
 manufactured article die Fertigware,-n  
 many viele  
 map (of a large area) die Landkarte,-n, die Karte,-n; — (of a small area) der Plan,-e; — of a city der Stadtplan,-e  
 March der März,-e  
 Marine der Seesoldat,-en,-en; the —s die Marineinfanterie  
 mark (coin) die Mark,-  
 married: get — heiraten; I'm — ich \*bin verheiratet  
 marry heiraten  
 match das Streichholz,-er; it —es es paßt zu  
 material der Stoff,-e; raw — der Rohstoff,-e  
 matter: as a — of fact eigentlich, an sich; what's the —? was ist los?  
 may (= be allowed to) \*dürfen  
 May der Mai,-e

maybe vielleicht  
 meal das Essen,-  
 mean gemein  
 meaning die Bedeutung,-en  
 means: by no — keineswegs  
 measure \*messen  
 meat das Fleisch,-e  
 meat market die Schlächterei,-en  
 medicine die Medizin,-en  
 Mediterranean Sea das Mittelmeer  
 meet \*treffen; — (by appointment) ich \*treffe mich mit  
 member das Mitglied,-er  
 mend ich mache . . . heil  
 mention: don't — it! keine Ursache!  
 menu die Speisekarte,-n  
 middle die Mitte,-n; *in compounds* Mittel-  
 Middle Ages das Mittelalter  
 midnight die Mitternacht,-e  
 milk die Milch; — business die Milch-wirtschaft,-en  
 million die Million,-en  
 millionaire der Millionär,-e  
 mine das Bergwerk,-e

minister (in a government) der Mi-  
 nister,-; Reich — der Reichsminister,-  
 minute die Minute,-n; just a —  
 einen Augenblick; wait a — warten  
 Sie mal  
 miss (= regret the absence of) ver-  
 missen; — (by not arriving on time)  
 verpassen  
 Miss Fräulein; Miss . . . gnädiges  
 Fräulein  
 moment der Augenblick,-e  
 Monday der Montag,-e  
 money das Geld,-er  
 month der Monat,-e  
 more mehr  
 morning der Morgen,-; in the — am  
 Morgen, morgens; tomorrow —  
 morgen früh  
 most der (das, die, etc.) meist-  
 mostly meistens  
 mother die Mutter,-  
 motor der Motor,-en  
 mountain der Berg,-e; the —s, moun-  
 tainous area, — range das Gebirge,-  
 mouth der Mund,-er; — (of a river)  
 die Mündung,-en

move (from one house to another)  
 ich \*ziehe . . . um; — in ich \*ziehe  
 . . . ein; — out ich \*ziehe . . . aus  
 movie, moving picture der Film,-e  
 movies das Kino,-s  
 Mrs. Frau; Mrs. . . . gnädige Frau  
 much viel  
 munition die Munition,-en; —s fac-  
 tory die Munitionsfabrik,-en  
 murder ermorden  
 museum das Museum, *pl.* Museen  
 music die Musik  
 must \*müssen  
 mutual gemeinsam  
 name der Name,-n(s),-n; by the —  
 of, named namens; my — is ich  
 \*heiße  
 namely und zwar  
 napkin die Serviette,-n  
 nation die Nation,-en  
 national national  
 National Socialist German Workers  
 Party die Nationalsozialistische  
 Deutsche Arbeiterpartei  
 natural natürlich  
 naval base der Flottenstützpunkt,-e

navy die Marine,-  
 Nazi der Nazi,-s  
 near in der Nähe (von)  
 nearest nächst-  
 necessary nötig  
 neck der Hals,-e  
 need brauchen  
 needle die Nadel,-n  
 neither . . . nor weder . . . noch  
 nephew der Nefte,-n,-n  
 never nie  
 new neu  
 news Nachrichten  
 newspaper die Zeitung,-en  
 newsreel die Wochenschau,-en  
 next nächst-  
 next door nebenan  
 next to neben (plus forms 2 and 3)  
 nice schön, nett  
 niece die Nichte,-n  
 night die Nacht,-e; at — in der Nacht,  
 nachts; spend the — übernachten  
 nightclub das Nachtlokal,-e  
 no (= opposite of yes) nein; — (= not any) kein

non-commissioned officer der Unter-  
 offizier,-e  
 noon der Mittag,-e; at — mittags  
 normal normal  
 north der Norden; *combining form*  
 Nord-; to the — of nördlich von  
 northern nördlich  
 North Sea die Nordsee  
 nose die Nase,-n  
 not nicht  
 nothing nichts  
 November der November,-  
 now jetzt  
 number die Nummer,-n, die Anzahl,  
 -en; I have the wrong — ich \*bin  
 falsch verbunden  
 oats der Hafer  
 obvious selbstverständlich  
 occupy besetzen  
 ocean der Ozean,-e, das Meer,-e  
 o'clock Uhr  
 October der Oktober,-  
 offer ich \*biete . . . an  
 office (public) das Amt,-er

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officer der Offizier,-e; non-commis-  
 sioned — der Unteroffizier,-e; —  
 (to a policeman) Herr Wachtmeister  
 often oft (—)  
 oh ach; — yes (after a negative  
 statement or question) doch  
 oil das Öl,-e  
 O.K.! gut!, schön!; it's — with me  
 es ist mir recht  
 old alt (—)  
 once einmal; at — gleich, sofort  
 only nur; — yesterday erst gestern  
 oops! hoppla!  
 open (a door, etc.) ich mache . . . auf;  
 — (a meeting, etc.) eröffnen  
 open (air) das Frei-  
 opening die Eröffnung,-en  
 opera die Oper,-n  
 operator (telephone) das Fräulein vom  
 Amt  
 or oder; either . . . or entweder . . . oder  
 orchestra (large) das Orchester,-; —  
 (small) die Kapelle,-n  
 order (something) bestellen; (good)  
 — die Ordnung,-en; in — to um  
 . . . zu; in — that damit

ore das Erz,-e  
 other ander-; each — einander  
 otherwise sonst  
 ought to sollte; — have hätte . . .  
 sollen  
 out heraus, hinaus; — of aus (plus  
 form 3)  
 outdoors draußen  
 outing der Ausflug,-e  
 outside draußen  
 over über (plus forms 2 and 3); it's  
 — es ist zu Ende  
 overcoat der Mantel,-e  
 overnight: stay — übernachten  
 overtake überholen  
 own eigen; (to) — \*besitzen  
 Pacific Ocean der Stille Ozean  
 package das Paket,-e  
 page die Seite,-n  
 pain der Schmerz,-en  
 pair das Paar,-e  
 palace der Palast,-e  
 Palace Hotel das Palast Hotel  
 pants die Hose,-n  
 paper das Papier,-e

pardon : I beg your — ! Verzeihung !  
 parents Eltern  
 park der Park, -e; (to) — parken  
 part der Teil, -e; — (in a play) die  
 Rolle, -n  
 party (political) die Partei, -en  
 pass (overtake) überholen  
 paste die Paste, -n; tooth — die Zahn-  
 paste, -n  
 patient der Patient, -en, -en  
 patrol die Patrouille, -n  
 pay bezahlen; — off ich bezahle . . .  
 ab; it —s for itself es macht sich  
 bezahlt; — attention ich passe . . . auf  
 peace der Frieden, -  
 peace treaty der Friedensvertrag, -e  
 peach der Pfirsich, -e  
 pear die Birne, -n  
 pen : fountain — der Füllfederhalter, -  
 pencil der Bleistift, -e  
 peninsula die Halbinsel, -n  
 people Leute  
 pepper der Pfeffer, -  
 per (each) pro; — (by way of) per  
 perhaps vielleicht

period der Punkt, -e  
 person die Person, -en  
 petroleum das Petroleum  
 pfennig der Pfennig, -e  
 physician der Arzt, -e  
 pick up ich hole . . . ab  
 picnic der Ausflug, -e  
 picture das Bild, -er  
 piece das Stück, -e  
 pig das Schwein, -e  
 pin die Stednadel, -n  
 pipe die Pfeife, -n  
 place der Platz, -e; — (for eating  
 and/or drinking) das Lokal, -e; (to)  
 — stellen  
 plain die Ebene, -n; lowland — die  
 Tiefebene, -n  
 plan der Plan, -e  
 plant ich baue . . . an  
 plate der Teller, -  
 platform (in a station) der Bahn-  
 steig, -e  
 play spielen  
 please bitte (sehr, schön); (to) —  
 \*gefallen

pleasure das Vergnügen, -  
 plum die Pflaume, -n  
 pneumonia die Lungenentzündung, -en  
 pocket die Tasche, -n  
 point der Punkt, -e  
 police die Polizei, -en  
 policeman der Polizist, -en, -en  
 police sergeant der Wachtmeister, -  
 police station die Polizeiwache, -n  
 polish putzen  
 political politisch  
 poor arm (—)  
 pope der Papst, -e  
 port der Hafen, -  
 porter der Gepäckträger, -  
 portier der Portier, -s  
 position die Lage, -n  
 possess \*besitzen  
 possible möglich  
 postage das Porto, -s  
 postage stamp die Briefmarke, -n  
 post office das Postamt, -er, die Post  
 pot (for cooking) der Kochtopf, -e  
 potato die Kartoffel, -n  
 pound das Pfund, -e

power die Macht, -e; come into — an die Macht \*kommen  
 prescription das Rezept, -e  
 present (introduce) ich stelle . . . vor  
 president der Präsident, -en, -en  
 press (clothes) bügeln  
 pressure der Druck, -e  
 pretty hübsch; — (= more or less) ziemlich, recht  
 price der Preis, -e  
 probable wahrscheinlich  
 produce produzieren  
 product das Produkt, -e  
 progress der Fortschritt, -e  
 prohibited verboten  
 promote befördern  
 provisions (of food) der Proviant, -e  
 pulse der Puls, -e  
 pump die Pumpe, -n; (to) — pumpen; — up ich pumpe . . . auf  
 put \*tun; (with flat objects) legen; (with upright objects) stellen; — on (clothing) ich \*ziehe . . . an; — (into something) stecken; I — in my pocket ich stecke . . . ein  
 quantity die Anzahl, -en, die Menge, -n

question die Frage, -n  
 quick schnell  
 quiet still  
 quite ganz  
 race (ich \*laufe, \*schwimme, etc.) um die Wette  
 radio das Radio, -s  
 railroad die Eisenbahn, -en  
 railroad station der Bahnhof, -e  
 railway die Eisenbahn, -en; street — die Straßenbahn, -en; German National — die Reichsbahn  
 rain der Regen, -; it —s es regnet  
 rare selten  
 rather (= more gladly) lieber; — (= more or less) ziemlich  
 raw roh  
 raw material der Rohstoff, -e  
 razor: safety — der Rasierapparat, -e; straight — das Rasiermesser, -  
 reach erreichen  
 read \*lesen; — (out loud to someone) ich \*lese . . . vor  
 ready fertig  
 real wirklich

reason der Grund, -e; by — of auf Grund (plus form 4)  
 receive \*bekommen, kriegen  
 receiver: telephone — der Hörer, -  
 recently neulich  
 recipe das Rezept, -e  
 red rot  
 region das Gebiet, -e  
 Reich das Reich, -e  
 Reich Chancellor der Reichskanzler, -  
 Reich Minister der Reichsminister, -  
 related (to) verwandt (mit)  
 relative Verwandt-  
 remain \*bleiben  
 remember ich erinnere mich an (plus form 2)  
 remind: I — him of ich erinnere ihn an (plus form 2)  
 rent (from a person) mieten; — (to a person) vermieten  
 report der Bericht, -e; — (for duty, etc.) ich melde mich  
 reporter der Berichterstatter, -  
 republic die Republik, -en  
 resource: natural — der Bodenschatz, -e  
 rest on beruhen auf (plus form 3)



restaurant das Restaurant,-s  
 reverse gear der Rückgang,-e  
 rich reich; — in reich an (plus form 3)  
 ride \*fahren; — a bicycle \*radeln  
 right (correct) richtig; it's — es  
 stimmt; — (hand side) recht-; to  
 the — rechts  
 right away gleich, sofort  
 ring klingeln  
 rise (as a river at its source) \*ent-  
 springen  
 river der Fluß,-e  
 roast der Braten,-  
 roast veal der Kalbsbraten,-  
 rôle die Rolle,-n  
 roll (bread) das Brötchen,-  
 room das Zimmer,-  
 round (in shape) rund; — (in boxing)  
 die Runde,-n  
 row (a boat) \*rudern  
 rowboat das Ruderboot,-e  
 rubber der Gummi,-s  
 rug der Teppich,-e  
 run \*laufen; — into ich \*fahre . . . an  
 rye der Roggen  
 safety pin die Sicherheitsnadel,-n

safety razor der Rasierapparat,-e  
 sailor der Matrose,-n  
 salesclerk (man) der Verkäufer,-  
 salesgirl das Fräulein,-  
 salt das Salz,-e  
 same selbst- (derselbe, dasselbe,  
 dieselbe, etc.)  
 sandwich das belegte Brot,-e  
 Saturday (north Germany) der Sonn-  
 abend,-e; (south Germany and  
 Rhineland) der Samstag,-e  
 sausage die Wurst,-e  
 say sagen  
 scarce knapp  
 sea die See,-n, das Meer,-e  
 seashore der Strand,-e  
 season die Jahreszeit,-en  
 seat der Platz,-e  
 second zweit-; die Sekunde,-n  
 see \*sehen; you — nämlich  
 seek suchen  
 seem \*scheinen  
 seize \*greifen  
 seldom selten  
 self selber, selbst

sell verkaufen  
 send schicken  
 separate trennen  
 September der September,-  
 serious schlimm  
 serve dienen (plus form 3)  
 set setzen; — (a clock) stellen  
 several einige  
 shallow flach  
 shame: what a — ! wie schade!  
 sharp: at 8 o'clock — um Punkt 8 Uhr  
 shave rasieren; I — (myself) ich rasiere  
 mich  
 shaving cream die Rasiercreme,-s  
 sheep das Schaf,-e  
 shift gears schalten  
 shine \*scheinen; — (= polish) putzen  
 ship das Schiff,-e; (to) — transpor-  
 tieren  
 shirt das Hemd,-en  
 shoe der Schuh,-e  
 shoot \*schießen  
 short kurz (—)  
 shot der Schuß,-e  
 should sollte; — have hätte . . . sollen  
 show zeigen



sick krank (☹); I'm — of it ich \*habe  
 es satt  
 side die Seite, -n  
 significance die Bedeutung, -en  
 simple einfach  
 since seit (plus form 3); — (= be-  
 cause) da  
 single (= sole) einzig; (= individual)  
 einzeln  
 sister die Schwester, -n; brothers and  
 —s Geschwister  
 sister-in-law die Schwägerin, -nen  
 sit \*sitzen; — down ich setze mich  
 (. . . hin)  
 size die Größe, -n  
 ski der Ski, -er; (to) — ich \*laufe . . .  
 Ski  
 sky der Himmel, -  
 slaughter schlachten  
 sleep \*schlafen; go to — ich \*schlafe  
 . . . ein  
 sleeping-car der Schlafwagen, -  
 slip (of paper) der Zettel, -  
 slow langsam; the clock is — die Uhr  
 \*geht . . . nach  
 small klein

smoke rauchen  
 snafu kaputt  
 snow der Schnee; it —s es schneit  
 so so; and so also; so . . . as so . . . wie  
 so-called sogenannt  
 so to speak sozusagen  
 soap die Seife, -n  
 soccer der Fußball, -e  
 socialistic sozialistisch  
 sock die Socke, -n  
 soldier der Soldat, -en, -en  
 sole einzig  
 some (sg.) etwas, (pl.) einige, ein paar  
 some- . . . or other irgend-  
 someone jemand  
 something etwas  
 somewhat etwas  
 son der Sohn, -e  
 soon bald  
 sore: it is — es \*tut weh  
 sore throat Halschmerzen  
 sorrow das Leid, -e  
 sorry: I'm — es \*tut mir leid  
 sort: what — of was für; all —s of  
 things alles mögliche

soup die Suppe, -n  
 south der Süden; *combining form*  
 Süd-; to the — of südlich von  
 southern südlich  
 sparkling burgundy der rote Sekt, -e  
 speak \*sprechen, reden  
 special besonder-; *in compounds* Son-  
 der-; by — delivery per Gilboten  
 speech die Rede, -n; I make a — ich  
 \*halte eine Rede  
 spend (money) ich \*gebe . . . aus; —  
 the night übernachten  
 sphere die Kugel, -n  
 splendid ausgezeichnet  
 spoon der Löffel, -  
 sport der Sport, -e  
 spring der Frühling, -e  
 stable der Stall, -e, der Pferdestall, -e  
 stairway die Treppe, -n  
 stamp die Briefmarke, -n, die Marke, -n  
 stand \*stehen  
 start ich \*fange . . . an  
 start out ich \*gehe . . . los  
 state der Staat, -en  
 stay \*bleiben; — out ich \*bleibe . . .  
 aus; — overnight übernachten

steal \*stehlen  
 steel der Stahl, -e or -e  
 steer steuern  
 steering wheel das Steurrad, -er  
 step \*treten; I — on it ich \*gebe Gas  
 stick (into) stecken; — (with glue)  
 kleben  
 still (= yet) noch, immer noch; (= quiet) still  
 stomach der Magen, -  
 stomach-ache Magenschmerzen  
 stop (= stop moving) \*halten, ich  
 \*bleibe . . . stehen; — (= cease) ich  
 höre . . . auf; stop! halt!  
 stop (bus or streetcar) die Halte-  
 stelle, -n  
 store das Geschäft, -e; department —  
 das Warenhaus, -er; grocery — das  
 Lebensmittelgeschäft, -e  
 story (= tale) die Geschichte, -n, die  
 Erzählung, -en; — (of a building)  
 der Stock, -e; ground or first — das  
 Parterre, -s  
 straight gerade  
 straight ahead gerade aus  
 straight razor das Rasiermesser, -

street die Straße, -n  
 street car die Straßenbahn, -en  
 street railway die Straßenbahn, -en  
 strike \*schlagen  
 string der Bindfaden, -e  
 strong stark (—)  
 struggle \*ringen  
 student der Student, -en, -en  
 study studieren  
 stupid dumm (—)  
 substitute der Ersatz  
 sugar der Zucker  
 sugar beet die Zuckerrübe, -n  
 suggest ich \*schlage . . . vor  
 suit der Anzug, -e  
 suitcase der Koffer, -e  
 summer der Sommer, -e  
 sun die Sonne, -n  
 Sunday der Sonntag, -e  
 supper das Abendbrot, -e  
 supposed: be — to \*sollen  
 sure sicher; to be — zwar; I — am,  
 etc. allerdings  
 surprized: be — staunen  
 swim \*schwimmen

swimming team die Schwimmmann-  
 schaft, -en  
 symphony die Symphonie, -n  
 symptom das Symptom, -e  
 synthetic synthetisch  
 table der Tisch, -e  
 tag die Marke, -n  
 tailor der Schneider, -e  
 take \*nehmen; — along ich \*nehme  
 . . . mit, ich \*bringe . . . mit; — off  
 ich \*nehme . . . ab; — off (clothing)  
 ich \*ziehe . . . aus; — a look at ich  
 \*sehe mir . . . an; — a walk ich  
 mache einen Spaziergang; — it  
 easy! beruhigen Sie sich!  
 talk \*sprechen, reden  
 tall groß (—)  
 tank der Tank, -s  
 taste schmecken; it —s good (to me)  
 es schmeckt (mir)  
 taxi die Tare, -n, das Taxi, -s  
 tea der Tee, -s  
 team die Mannschaft, -en  
 telegram das Telegramm, -e  
 telephone das Telephon, -e  
 telephone receiver der Hörer, -e

tell sagen; — (a story) erzählen  
 temperature die Temperatur,-en; I  
     take my — ich \*messe mich  
 tennis das Tennis  
 tent das Zelt,-e  
 terrible schrecklich  
 territory das Gebiet,-e  
 test probieren  
 textile (in compounds) Textil-; —s  
     Textilien  
 than als  
 thank: — you danke (sehr, schön); —  
     God, — the Lord Gott sei Dank  
 thanks der Dank; —! danke!; many  
     — vielen Dank  
 that (conjunction) daß; in order —,  
     so — damit  
 that's why deswegen  
 theater das Theater,-  
 then (after that) dann; — (conse-  
     quently) da  
 there da, dort; over — da drüben;  
     to — hin, dahin; from — daher  
 therefore daher  
 thermometer das Thermometer,-  
 thing das Ding,-e, die Sache,-n

thingumajig das Ding,-er  
 think \*denken; I — ich glaube; don't  
     you — so? \*finden Sie nicht?; what  
     do you — of him? was \*halten Sie  
     von ihm?  
 thirst der Durst  
 thirsty: I'm — ich \*habe Durst  
 though: as — als ob  
 throat: sore — Hals[schmerzen  
 through durch (plus form 2)  
 thunder der Donner,-; it —s es  
     donnert  
 thunderstorm das Gewitter,-  
 Thursday der Donnerstag,-e  
 ticket die Karte,-n; — (for traveling)  
     die Fahrkarte,-n  
 time die Zeit,-en; the next — das  
     nächste Mal; three —s dreimal, etc.;  
     for a long — lange; on — recht-  
     zeitig; all the — dauernd; I have a  
     good — ich amüsiere mich; have a  
     good —! viel Vergnügen!; what — is  
     it? wieviel Uhr ist es?  
 timetable der Fahrplan,-e  
 tip kippen; — over ich \*kippe . . . um  
 tire der Reifen,-

tired müde  
 to zu (plus form 3); — (cities and  
     countries) nach (plus form 3); *see*  
     *also* an, auf  
 tobacco der Tabak,-e  
 today heute; pertaining to — heutig  
 together zusammen  
 toilet die Toilette,-n  
 tomorrow morgen; — morning morgen  
     früh; the day after — übermorgen  
 too (much, little, etc.) zu; — (= *also*) auch  
 tooth der Zahn,-e  
 toothbrush die Zahnbürste,-n  
 toothpaste die Zahnpaste,-n  
 towards nach (plus form 3)  
 town die Stadt,-e; (to) down — in  
     die Stadt; (at) down — in der  
     Stadt  
 track (in a station) der Bahnsteig,-e  
 trade der Handel,-; foreign — der  
     Außenhandel,-  
 traffic der Verkehr; commercial — der  
     Handelsverkehr  
 traffic light die Verkehrsampel,-n  
 train der Zug,-e

transport transportieren  
 travel \*reisen; — (straight) through  
   ich \*fahre . . . durch  
 treaty der Vertrag, -e; peace — der  
   Friedensvertrag, -e  
 tree der Baum, -e  
 trip die Reise, -n; take a — ich mache  
   eine Reise; go away on a — \*ver-  
   reisen; bicycle — die Radtour, -en  
 triplet der Drilling, -e  
 trolley die Straßenbahn, -en  
 troop die Truppe, -n  
 trousers die Hose, -n  
 truck der Lastwagen, -  
 true wahr  
 trunk der Koffer, -  
 truth die Wahrheit, -en; to tell the —  
   an sich  
 try versuchen; — out probieren; — on  
   ich probiere . . . an  
 Tuesday der Dienstag, -e  
 turn (while driving) ich \*biege . . . ein;  
   — (= become) \*werden; — on ich  
   stelle . . . an  
 turnip die weiße Rübe, -n  
 twice zweimal

type tippen  
 typewriter die Schreibmaschine, -n  
 uncle der Onkel, -  
 understand \*verstehen  
 undress ich \*ziehe . . . aus; I get —ed  
   ich \*ziehe mich . . . aus  
 unfortunately leider  
 unified einheitlich  
 uniform einheitlich; die Uniform, -en  
 unit die Einheit, -en  
 unite vereinigen  
 university die Universität, -en  
 unoccupied frei  
 until bis; not — erst  
 up herauf, hinauf  
 upstairs oben  
 used to früher  
 usually meistens  
 vanquish besiegen  
 various verschieden  
 veal: roast — der Kalbsbraten, -  
 vegetable(s) das Gemüse, -  
 very sehr  
 vest die Weste, -n  
 village das Dorf, -er

visit besuchen  
 voluntary freiwillig  
 volunteer der Freiwillig-; (to) — ich  
   melde mich freiwillig  
 wait warten; I — for him ich warte  
   auf ihn; — a minute! warten Sie  
   mal!  
 waiter der Ober, -; waiter! Herr Ober!  
 waitress das Fräulein, -  
 wake (someone up) wecken; — up ich  
   \*mache . . . auf  
 walk der Spaziergang, -e; I take a —  
   ich mache einen Spaziergang; (to)  
   — \*gehen  
 wall die Wand, -e  
 wander \*wandern  
 want to \*wollen  
 war der Krieg, -e  
 warm warm; I'm — mir ist warm  
 war news Kriegsnachrichten  
 wash die Wäsche, -n; (to) — \*waschen  
 wastebasket der Papierkorb, -e  
 watch (clock) die Uhr, -en; — out ich  
   passe . . . auf  
 water das Wasser, -  
 weak schwach (—)

weather das Wetter,-  
 Wednesday der Mittwoch,-e  
 week die Woche,-n; a — acht Tage;  
     two —s vierzehn Tage; day of the  
     — der Wochentag,-e  
 week end das Wochenende,-n  
 welcome: you're — bitte (sehr, schön)  
 well gut; (= healthy) gesund (☺); —  
     (at the beginning of a sentence)  
     na, also; I hope you get — soon!  
     gute Besserung!  
 well known bekannt  
 west der Westen; *combining form*  
     West-; to the — of westlich von  
 western westlich  
 what was; — did you say? wie bitte?  
 whasis das Ding,-er  
 wheat der Weizen  
 wheel das Rad,-er; steering — das  
     Steuerrad,-er  
 when (question) wann; — (= when-  
     ever) wenn; — (once in the past)  
     als

whenever wenn  
 where wo; to — wo . . . hin, wohin;  
     from — wo . . . her, woher  
 whether ob  
 while während; — (space of time)  
     die Weile,-n  
 white weiß  
 whole ganz, heil  
 why warum; that's — deswegen  
 wife die Frau,-en  
 win \*gewinnen  
 wind up (a watch) ich \*ziehe . . . auf  
 window das Fenster,-  
 wine der Wein,-e  
 winter der Winter,-  
 wire (electric) die Leitung,-en  
 wish wünschen  
 with mit (plus form 3)  
 without ohne (plus form 2)  
 woman die Frau,-en, die Dame,-n  
 wonderful wunderbar  
 wonderfully beautiful wunderbar schön

woods der Wald,-er  
 wool die Wolle,-n  
 work die Arbeit,-en; (to) — arbeiten  
 world die Welt,-en  
 worthwhile: it is — es lohnt sich  
 wound die Wunde,-n; (to) — ver-  
     munden  
 wrap up ich wickle . . . ein  
 wrestle \*ringen  
 write \*schreiben  
 wrong falsch; it goes — es \*geht  
     schief; I have the — number ich  
     \*bin falsch verbunden  
 year das Jahr,-e  
 yellow gelb  
 yes ja; oh — (after a negative state-  
     ment or question) doch  
 yesterday gestern; the day before —  
     vorgestern  
 yet noch; not — noch nicht  
 yonder drüben  
 young jung (☺)  
 zero null

## KEY TO EXERCISES AND TESTS

The following pages give in condensed form a Key to the exercises contained in the *What Would You Say?* sections of each regular Unit, and to the tests and exercises contained in the Review Units. You will also find here the tests themselves so that you can read them even if you have no guide.

Each part of the Key is identified by a heading giving the Unit and the page on which the exercise occurs.

## Unit 2, What Would You Say? (Pages 49–50)

(Correct answer is starred.)

1. a. Good morning, how is Mr. Schneider?  
b. \*How do you do, Mrs. Schneider, how are you?  
c. Good evening, Miss —, where are you living now?
2. a. Excuse me, my name is Schulze.  
b. \*May I present Mr. Schulze (to you)?  
c. How is Mr. Schulze?
3. a. Where are you going, Mr. Schulze?  
b. Where do you live here in Berlin?  
c. \*Where do you come from, Mr. Schulze?
4. a. \*He's an American too; he lives in New York.  
b. He can't speak any English; he only speaks German.  
c. He's in New York now, but he doesn't live there.
5. a. We only speak English together.  
b. He can understand English very well.  
c. \*Unfortunately he can't speak German very well.
6. a. He can't understand any German.  
b. He doesn't understand me very well.  
c. \*He can understand some German.
7. a. \*Are you living together with Mr. Schulze?  
b. Do you both eat together?  
c. Do you come from New York, too?
8. a. You live in the Palace Hotel, too, don't you?  
b. \*Yes, we're both living together in the Palace Hotel.  
c. That's the Palace Hotel over there.
9. a. Where did ('do') you just come from?  
b. Where are you living now?  
c. \*Where are you going now?
10. a. This is the movie theater.  
b. \*We're both going to the movies.  
c. You (*or* They) are just going to the movies.
11. a. \*Wouldn't you like to come with us?  
b. That's the movie theater over there, isn't it?  
c. Excuse me, where is the movie theater, please?
12. a. Thank you, I'm going to the movies, too.

[Unit 2]

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- b. \*No thank you, unfortunately I can't go to the movies.
- c. Unfortunately I can't speak any English.

### Unit 3, What Would You Say? (Pages 77-78)

1. a. Do you want to go to the museum today?  
b. \*Would you like to take a walk through the city?  
c. Are you living in the Palace Hotel now?
2. a. \*Yes, I'd be glad to. Where would you like to go?  
b. No thanks, I already know the city very well.  
c. What did you say? What do you want to do?
3. a. The museum is down town.  
b. \*The museum is supposed to be very famous.  
c. We can't go to the museum today.
4. a. I don't know the museum very well.  
b. I don't know what his name is.  
c. \*But I don't know where it is.
5. a. The portier must know the name.  
b. Maybe the portier knows where it is.  
c. \*Then we'll have to ask the portier here in the hotel.
6. a. \*Take a trolley ('go with the street car') to Kaiser St.  
b. Walk straight ahead; it's next to the university  
c. The cathedral is on Kaiser St., but I don't know where the museum is.
7. a. Excuse me ('please'), you live in the Palace Hotel, don't you?  
b. Do you come from America, or are you living in the Palace Hotel?  
c. \*Excuse me, can you please tell me where the Palace Hotel is?
8. a. It's not on Kaiser St.; I live there.  
b. \*I'm sorry ('unfortunately') I don't know; I don't live here either.  
c. I know the city very well; it's over there.
9. a. Go to the portier; he doesn't know (it) either.  
b. The policeman on the corner is named Schulze.  
c. \*Ask the policeman over there on the corner.
10. a. \*It's on King St.  
b. That's the cathedral over there; do you see it?  
c. I can't find it on the map (of the city).
11. a. \*What's the best way to get there?

- b. Do you live in the Palace Hotel, too?
  - c. Do you want to come with us?
12. a. The bus stop is there on the corner.
- b.\*Take ('go with') the street car over there.
  - c. Unfortunately you can't go by bus.

#### Unit 4, What Would You Say? (Pages 100-02)

- 1. a. I don't like to eat in a restaurant.
  - b.\*Shall we sit down here?
  - c. Please get ('stand') up.
2. a.\*Waitress, please bring us [some] meat and potatoes.
- b. Waitress, what would you like to eat?
  - c. The waitress is eating meat and potatoes.
3. a. The beer is very good here, but I like wine better.
- b.\*What do you like better, wine or beer?
  - c. May I offer you a light?
4. a. I like very much to go to a café.
- b. Now we can all drink coffee.
  - c.\*I think I'll just drink some coffee.
5. a. Do you like to smoke cigars?
- b.\*May I offer you a cigar?
  - c. Do you perhaps have a cigarette with you?
6. a. I'd love to; I like (to smoke) cigarettes very much.
- b. Thank you, I don't need any cigars.
  - c.\*Many thanks, but I like (to smoke) a cigar better.
7. a.\*Oh, I don't think I have any matches with me.
- b. Please put the matches in your pocket.
  - c. May I offer you a light?
8. a. Do you need a light, too?
- b. How many matches do you have with you?
  - c.\*Could you please give me a light?
9. a. What have you got in your pocket, cigars, cigarettes, or a pipe?
- b.\*What do you like (to smoke) best, cigars, cigarettes, or [a] pipe?
  - c. Do you perhaps have some tobacco in your pocket?
10. a. I don't know where my pipe is.
- b.\*I really like (to smoke) [a] pipe the best
  - c. I don't like to smoke [a] pipe.

[Unit 4]

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11. a. \*But I unfortunately don't have any tobacco with me now.  
b. You're ('one is') not allowed to smoke a pipe in America.  
c. I'd like best to smoke a pipe now.
  12. a. What can I light my pipe with?  
b. Put the cigarettes in your pocket.  
c. \*Why you're welcome, don't mention it.
- Unit 5, What Would You Say? (Pages 124-25)**
1. a. \*Could you please lend me your fountain pen?  
b. Would you like to have a fountain pen?  
c. Whose fountain pen is this? ('Whom does this fountain pen belong to?')
  2. a. This letter belongs to my father.  
b. My father has to write a letter home.  
c. \*I have to write a letter to my father.
  3. a. Please take this ink here.  
b. \*I'd be glad to give you mine, but unfortunately it's empty.  
c. I don't have any ink, but I'll be glad to lend you my pencil.
  4. a. Which ink does your sister like best?  
b. \*Could I perhaps borrow some ink from your sister?  
c. Does that ink there belong to your sister?
  5. a. \*My sister is unfortunately not at home.  
b. My sister is just coming home.  
c. I don't know where my sister is.
  6. a. I don't know whose ink it is.  
b. He doesn't know at all where my ink is.  
c. \*I don't know where her ink is.
  7. a. Can you type, or don't you know what a typewriter is?  
b. This typewriter looks much better than that one there.  
c. \*Why don't you type the letter on my typewriter?
  8. a. \*I don't want to break it ('make it snafu').  
b. Your (Her) typewriter is unfortunately out of order.  
c. Unfortunately I don't know where the typewriter is.
  9. a. \*I'd like to have a fountain pen.  
b. I have to write the letter with a fountain pen.  
c. Please give me an eraser.
  10. a. Here are two fountain pens; which is yours?

- b.\*Which one would you like to see, this one here or that one there?
- c. Which fountain pen looks the best?
11. a. Mine is much better than that one over there.  
b.\*May I please see that one over there?  
c. Whose is that one over there?
12. a. This one here doesn't look as good as that one there.  
b. That one there costs too much; I'll take this one.  
c.\*I think I'll take this one; I like it better than that one there.

## UNIT 6—REVIEW

### SECTION A—WHAT DO YOU KNOW IN GERMAN?

The following is a translation of the 80 sentences in the true-and-false quiz.

#### I

- F 1. Two and two is five.  
F 2. All Americans speak German.  
T 3. You ('one') can eat in a restaurant.  
F 4. Mr. Meyer's mother is named Fritz.  
T 5. Berlin is a city in Germany.  
T 6. A boarding house has a toilet.  
T 7. You ('one') can't smoke without a light.  
F 8. They don't drink any beer in Germany.  
F 9. A woman can only speak English.  
T 10. You can change money in a bank.

#### II

- F 11. A hotel clerk works in the street car.  
F 12. The street car stop is in the cathedral.  
F 13. I don't know how much eight and two is.  
T 14. The railroad station is down town (*or* in the city).  
T 15. The bus goes on the street.  
T 16. They smoke cigars in America.  
T 17. They speak English in America.

[Unit 6]

- T 18. I give you a cigarette and you say, "Thank you."  
T 19. You write a letter on letter paper  
T 20. You can light a cigarette with a match.

### III

- T 21. You can eat potatoes.  
T 22. We drink beer out of a glass.  
F 23. I like to eat tobacco.  
F 24. He lives in a box.  
F 25. She writes the letter with an eraser.  
T 26. You can all speak English.  
T 27. They drink coffee in Germany.  
F 28. My pencil is in the museum.  
F 29. Let's go into the cathedral and eat some meat.  
T 30. My father and my mother are my parents.

### IV

- F 31. A man (*or* husband) introduces himself only to his wife.  
F 32. The toilet is on the street.  
F 33. You drink wine only in a bus.  
F 34. The hotel costs ten pfennigs.  
F 35. Mr. Schneider's name is Schulze.  
T 36. A brother knows his sister.  
T 37. You can type with a typewriter.  
F 38. There's some ink in my pencil.  
T 39. I'm awfully thirsty; I'd like to drink some beer.  
T 40. You can live in a hotel.

### V

- F 41. We eat meat and potatoes in the movies.  
F 42. Miss Mueller is Mr. Meyer's brother.  
F 43. The restaurant is in the street car.  
F 44. The policeman works in a café.  
T 45. Chicago is a city in America.  
T 46. I'm talking German now.  
T 47. Two and four is six.  
F 48. There aren't any potatoes in Germany.

- F 49. They don't smoke cigarettes in America.  
F 50. All Americans live in New York.

## VI

- F 51. I eat (*or am eating*) a policeman.  
T 52. You can already speak a little German.  
T 53. I drink water.  
F 54. The Americans don't understand any English.  
T 55. You can write with a pencil.  
F 56. I go to the movies and sit down at a table.  
T 57. You're learning German.  
T 58. You are Americans. *Or* You're an American.  
F 59. There aren't any movies ('it gives no movie-house') in Berlin.  
F 60. You go to the railroad station to change money

## VII

- F 61. A cigar is a pipe.  
T 62. The Americans live in America.  
F 63. He goes into the museum to drink some coffee.  
F 64. A woman doesn't say, "Good-bye."  
F 65. The Americans only drink water.  
T 66. A policeman can eat bread.  
T 67. Eight is not as much as nine.  
T 68. Lots of Americans are named *Jones*.  
F 69. There is only one hotel in Germany.  
F 70. A mother likes to smoke cigars.

## VIII

- F 71. All Americans talk fast.  
F 72. Dr. Koenig lives in the railroad station.  
T 73. Mr. Schneider is Mrs. Schneider's husband.  
F 74. To the right and to the left of the railroad station is the cathedral.  
T 75. The hotel is on Kaiser St.  
T 76. Maybe the hotel clerk has a map of the city.  
T 77. We all need money.  
T 78. The street car stops at the corner.  
F 79. I like to drink ink.  
F 80. Mr. Meyer is a woman.

[Unit 6]

## SECTION B—How Would You Say It? (Pages 133–35)

The following are German translations of the English sentences on pages 133–35 of the main book. Many sentences can be translated in more than one way, and so your translation may not be exactly like the one here. If your translation is different, however, be good and sure that the difference is not the result of an error on your part.

### I

1. guhten MORgen, herr SHULtse. vih GEHT ess ihnen?
2. ess geht mihr GUHT, DANGke, unt IHnen?
3. ich fer-SHTEHe zih nicht.
4. SHPRECHen zih bitte LANG-zahm.
5. fer-TSAlung, VOH ist dehr BAHN-hohf, bitte?
6. gehen zih EHRST LINGKS unt DANN RECHTS.
7. dass hohTELL ist geRAHde AUS.
8. ich MÓCHte gern tsihgahRETTen unt SHTRAICH-hóltser hahben, bitte.
9. möchten zih VAIN ohder BIHR?
10. VIH ist dehr KAFFeh? ehr ist NICHT ZEHR GUHT.

### II

1. voh kommen zih HEHR?
2. main nahme ist (*or* ich haisse) MAIer; ich binn ahmehrihKAHner
3. ess geht ihm zehr GUHT.
4. vih geht ess ihrer MUTTer hoite?
5. DARF ich ihnen herrn KÖHnich FOHR-shtellen?
6. ehr kann laider KAIN DOITSH shprechen.
7. ZIH können ZEHR GUHT doitsh shprechen.
8. voh gehen zih HINN?
9. vihr gehen inss KIHnoh.
10. kommen zih dokh MITT unss!

### III

1. ich gehe tsurr BANGK, umm eßt-vass GELT tsuh vekseln.
2. vih kommen vihr tsumm BAHN-hohf, bitte?



3. ich muss chrst tsumm BAHN-holf gehen.
4. zih können ent-vehder mitt dehm AUtoh-buss ohder mitt dehr SHTRAHssen-bahn fahren.
5. dih SHTRAHssen-bahn-HALte-shtelle ist dah DRÜHben ann dehr ECKe.
6. könnten zih mihr bitte ainen SHTATT-plahn gehben?
7. vihr vollen ainen shpaTSIHR-gang durch dih SHTATT makhen.
8. dehr DOHM zoll zehr be-RÜHMT zain.
9. fer-TSAlung, herr VAKHT-maister, könnten zih mihr bitte zahgen voh dass muhZEHum ist?
10. ich hahbe ainen FURCHT-bahren DURST; vihr vollen in ain ka-FEH gehen.

#### IV

1. ehr SHTELLT zich herm FISH<sub>er</sub> FOHR.
2. DARF ich ihnen aine tsihgahRETT<sub>e</sub> ANN-bihten?
3. KÖNNten zih mihr bitte FOLer gehen?
4. RAUKhen zih GERN?
5. ich RAUKhe gem tsihGARRen.
6. ich raukhe tsihgahRETTen LIHber.
7. ehr raukt am LIHPsten PFAIfe.
8. FIHlen DANGK.—KAIne UHR-zakhe.
9. ehr nimmt aine shakhtel SHTRAICH-höltser aus dehr (*or* zainer) TASH<sub>e</sub>.
10. ehr SHTECKT zich dih (*or* zaine) tsihgahRETT<sub>e</sub> mitt dehm SHTRAICH-holts ann.

#### V

1. könnten zih mihr bitte ain shtück BRIHF-papihr gehen?
2. DIHze TINte ge-höht mainem BRUHder.
3. könnten zih mihr ihren FÜLL-fehder-halter laien?
4. VELcher FÜLL-fehder-halter ge-fellt ihnen BESSer?
5. ich hahbe aukh kainen BLAI-shtift.
6. maine SHVESter hatt ainige inn ihrem TSIMMer.
7. ehr TIPPT zainen BRIHF mitt ainer SHRAIF-mashihne.
8. BRINGen zih bitte unzere ZAKHen VIHder tsuhRÜCK!
9. vohrUMM BITTet ehr ihn?
10. ehr BITTet ihn umm ain SHTÜCK paPIHR.

[Unit 6]

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SECTION D—How Would You Say It? (*Cont.*) (Pages 135–37)

I

1. VOH ist dehr BAHN-hohf? ehr ist RECHTS fonn dehr BANGK.
2. VIH ist dih MILCH? zih ist ZEHR GUHT.
3. ist dass hohTELL dah DRÜHben? NAIN, ess ist geRAHde AUS.
4. vih-fihle tsihgahRETTen möchten zih (hahben)?
5. ich möchte (gern) TSEHN hahben, bitte.
6. vih-fihl kostet dehr VAIN? ehr kostet DRAI mark TSEHN.
7. VELcher BLAI-shtift ge-fellt ihnen amm BESTen. DIHzer HIHR ohder DEHR DAH?
8. ich möchte gern DEHN DAH hahben, bitte.
9. ESSen zih gern FLAISH unt karTOFFeln?
10. vass tringken zih amm LIHPsten: VAIN, BIHR, ohder KAFFeh?

II

1. vih haist dehr MANN dah DRÜHben?
2. voh kommen herrn MALerss ELtern HEHR?
3. vih geht ess ihrer MUTTer unt ihrem FAHter?
4. ess geht ihnen ZEHR GUHT, dankke.
5. herr SHULTse shpricht ZEHR GUHT DOITSH.
6. zih LERnen BAIde HIHR inn berLIHN DOITSH.
7. GEHEN zih mitt IHR inss KIHnoh?
8. mitt VEHM KOMMen zih, mitt UNSS ohder mitt IHnen?
9. vihr vollen ALLe tsuh-ZAMMen nahkh HAUze gehen.
10. VEHN KENNEN zih inn berLIHN?

III

1. VASS vollen zih MAKHen, ainen shpaTSIHR-gang durch dih SHTATT makhen?
2. können vihr YETST inn dehn PARK gehen, ohder müssen zih EHRST tsumm BAHN-hohf gehen?
3. ehr vill tsurr BANGK gehen unt ett-vass GELT vekseln.
4. vih kommt mann amm BESTen fonn HIHR tsumm BAHN-hohf?
5. ich muss tsumm BAHN-hohf gehen.
6. fer-TSAlung, KÖNNten zih mihr bitte ZAHgen voh dehr AU-toh-buss helt?
7. ehr fehrt mitt dehr SHTRAHssen-bahn inn dih KAlzer-shtrahsse.

8. vass GIPT ess inn berLIHN tsuh ZEHen?
9. fer-TSAlung, herr VAKHT-maister, ahber KÖNNten zih mihr bitte ZAHgen voh dehr DOHM ist?
10. RECHTS fonn dehr uhnihverzihtet ist ain muhZEHum, unt LINGKS dah-fonn ist dehr PARK.

#### IV

1. ich gehe inss kaFEH umm ain glahs VAIN tsuh tringken.
2. vihr vollen unss ann dehn tish dah DRÜHben zetsen.
3. VOHNen zih LIHber inn ainer pa<sup>ng</sup>ZYOHN alss inn ainem hoh-TELL?
4. ehr nimmt zaine tsihgahRETTen aus dehr (*or* zainer) TASHē unt BIHtet ihr aine ANN.
5. NAIN DANGke, VIRK-lich, ich RAUKhe LIHber tsihgahRETTen.
6. hahben zih ain SHTRAICH-holts bai zich?
7. main FÜLL-fehder-halter muss kaPUTT zain.
8. ich GLAUbe ich hahbe aine SHAKHtel SHTRAICH-höltser in dehr (*or* mainer) TASHē.
9. ich MUSS (mihr) maine PFAlfe ANN-shtecken.
10. GEHben zih bitte herrn FISHer ett-vass TAHback.

#### V

1. ann VEHN SHRAIBEN zih dehn BRIHF?
2. VEHM ge-HÖHRT dihzer FÜLL-fehder-halter? ist ehr IHrer ohder MAIner?
3. DASS ist nicht IHre tinte, dass ist MAIne; IHre ist dah DRÜHben auf dehm TISH.
4. VELche PFAlfe ge-FELLT ihnen BESSER, DIHze HIHR ohder DIH DAH?
5. tsumm DONNer-vetter, main FÜLL-fehder-halter ist kaPUTT; KÖNNten zih mihr bitte IHren gehen?
6. VOH-MITT vollen zih dehn brihf SHRAIben, (mitt) BLAI-shtift ohder (mitt) TINte?
7. BRINGen zih inaine SHRAIP-mashühne umm GOTTes villen vihrer tsuhRÜCK.
8. zuhkken zih ainen FÜLL-fehder-halter? HIHR ist ainer.
9. ehr vill zich mainen rahDIHR-gummih laien.
10. ich hahbe GAHR kain GELT; KÖNNten zih mihr bitte TSVAI MARK laien?

## Unit 7, What Would You Say? (Pages 158–60)

1. a. I'd like to find a good boarding house.  
b. Where do you prefer living, in a hotel or in a boarding house?  
c. \*Are you living now in a hotel or in a boarding house?
2. a. \*I have a nice room on the second floor of a boarding house.  
b. We have two rooms on the first (ground) floor of a hotel.  
c. In the room [there] are a bed, two chairs, and a desk.
3. a. Could you please tell me where the bathroom is?  
b. Would you like to have a room with bath?  
c. \*Do you have a room with or without bath?
4. a. On the floor in the middle of the bathroom is a small rug.  
b. \*Without bath, but the bathroom is next door.  
c. The bathroom is on the second floor.
5. a. May I take a look at the room?  
b. \*How does the room look?  
c. Do you see the bedroom?
6. a. \*It has a bed, a desk, and two chairs.  
b. Please put the wastebasket under the table.  
c. She puts a floor lamp in the corner next to the window.

### *Answers to questions 7–14 the first time through.*

7. Stellen Sie den Papierkorb unter den Schreibtisch!
8. Legen Sie die Wolldecke aufs (or auf das) Bett!
9. Stellen Sie den Schreibtisch vor die zwei Fenster!
10. Legen Sie den Teppich auf den Fußboden!
11. Stellen Sie den Stuhl zwischen den Schreibtisch und das Bett!
12. Stellen Sie die Stehlampe neben den Stuhl!
13. Stellen Sie die Schreibmaschine hinter den Schreibtisch!
14. Hängen Sie das Bild über das Bett!

### *Answers to questions 7–14 the second time through.*

7. Der Papierkorb steht unter dem Schreibtisch.
8. Die Wolldecke liegt auf dem Bett.
9. Der Schreibtisch steht vor den zwei Fenstern.
10. Der Teppich liegt auf dem Fußboden.
11. Der Stuhl steht zwischen dem Schreibtisch und dem Bett.
12. Die Stehlampe steht neben dem Stuhl.
13. Die Schreibmaschine steht hinter dem Schreibtisch.
14. Das Bild hängt über dem Bett.

## Unit 8, What Would You Say? (Pages 184–86)

1. a. \*I'd like to buy a hat.  
b. How do you like this hat?  
c. Please show me an overcoat.
2. a. This brown hat costs 8.90 RM ('eight marks ninety').  
b. At what price? About 9.89 RM? ('nine marks nine-and-eighty')  
c. \*Here is a very nice brown hat for 9.98 RM ('nine marks eight-and-ninety')
3. a. I'd rather have a gray one.  
b. How much does that brown one over there cost?  
c. \*Please show me that gray one there.
4. a. I like the gray one better than the brown one.  
b. \*I don't like this one as well as the brown one.  
c. The brown hat looks very good.
5. a. A brown hat doesn't match your suit.  
b. \*The brown one matches your brown suit much better.  
c. I can also show you a very good brown suit.
6. a. \*I think I'll take the brown one.  
b. The brown one is much too big for me.  
c. Do take the brown one!
7. a. Wie gefällt Ihnen meine neue Jacke?  
b. Wie gefällt Ihnen meine neue Weste?  
c. Wie gefällt Ihnen mein neuer Mantel?
8. a. Diese braunen Hosen gefallen mir besser.  
b. Diese braunen Schuhe gefallen mir besser.  
c. Diese braunen Socken gefallen mir besser.
9. a. Ihre neue Jacke sieht sehr gut aus.  
b. Ihr neuer Hut sieht sehr gut aus.  
c. Ihr neues Hemd sieht sehr gut aus.
10. a. Haben Sie keine grauen Mäntel in meiner Größe?  
b. Haben Sie keine grauen Hemden in meiner Größe?  
c. Haben Sie keine grauen Socken in meiner Größe?
11. a. Dieser graue Hut passt sehr gut zu Ihrem neuen Hemd.  
b. Dieser graue Hut passt sehr gut zu Ihren neuen Socken.  
c. Dieser graue Hut passt sehr gut zu Ihrer neuen Jacke.
12. a. Zeigen Sie mir bitte die anderen Schuhe da drüben.  
b. Zeigen Sie mir bitte die andere Weste da drüben.  
c. Zeigen Sie mir bitte den anderen Hut da drüben.

[Unit 8]

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## Unit 9, What Would You Say? (Pages 209–11)

1. a. How does the (evening) dinner taste (to you)?  
b. What are we having ('what gives it') for (evening) dinner today?  
c. \*Where can you get a good dinner ('where can one eat well to evening')?
2. a. \*Waitress, the menu, please!  
b. Waiter, the wine list, please!  
c. Waitress, the bill, please!
3. a. \*I'd like roast pork, boiled potatoes, and vegetables.  
b. Please bring me veal with fried potatoes and fruit.  
c. Roast pork, fried potatoes, and a light [beer], please.
4. a. What do you prefer (to drink), beer or wine?  
b. \*What may I bring you to drink?  
c. Unfortunately I can't find the wine list.
5. a. Please bring me one dark [beer].  
b. Do you wish light or dark beer?  
c. \*One light [beer], please.
6. a. The menu, please!  
b. \*Waitress, the bill, please!  
c. Does the meal taste good (to you)?
7. a. Hier ist eine Tasse heißer Tee für Sie.  
b. Hier ist eine Tasse heißer Kaffee für Sie.
8. a. Bringen Sie mir bitte eine Tasse heißen Tee!  
b. Bringen Sie mir bitte eine Tasse heißen Kaffee!
9. a. Ich möchte gern ein Glas kalte Milch.  
b. Ich möchte gern ein Glas kaltes Wasser.  
c. Ich möchte gern ein Glas kalten Wein.  
d. Ich möchte gern ein Glas kaltes Bier.
10. a. Bitte schön, hier ist ein Glas kalte Milch.  
b. Bitte schön, hier ist ein Glas kaltes Wasser.  
c. Bitte schön, hier ist ein Glas kalter Wein.  
d. Bitte schön, hier ist ein Glas kaltes Bier.
11. a. Ich muß mir zwei neue Hemden kaufen.  
b. Ich muß mir zwei neue Anzüge kaufen.  
c. Ich muß mir zwei neue Jacken kaufen.  
d. Ich muß mir zwei neue Hüte kaufen.
12. a. Blaue Socken passen sehr gut zu grauen Hemden.  
b. Blaue Socken passen sehr gut zu grauen Anzügen.



- c. Blaue Goden passen sehr gut zu grauen Güten.  
13. a. Man bekommt dort sehr guten Kalbsbraten.  
b. Man bekommt dort sehr gute Suppe.  
c. Man bekommt dort sehr gutes Gemüse.  
d. Man bekommt dort sehr gute Kartoffeln.  
e. Man bekommt dort sehr gutes Bier.  
f. Man bekommt dort sehr guten Kaffee.  
14. a. Gutes Kalbsfleisch ist teuer.  
b. Gute Butter ist teuer.  
c. Guter Wein ist teuer.  
d. Guter Kaffee ist teuer.

### Unit 10, What Would You Say? (Pages 232-34)

1. a. The weather is wonderful today, don't you think so?  
b. Do you like thunderstorms?  
c. \*How is the weather today?
2. a. \*It's better than this morning; it isn't raining any more now.  
b. It's raining more now than this morning.  
c. The weather was better this morning; it's raining this afternoon.
3. a. South Germany has much better weather in the winter than North Germany.  
b. In South Germany we have very nice weather in the winter.  
c. \*Here in North Germany we never have very good weather in the winter.
4. a. It doesn't snow and rain very much, but it's very damp.  
b. \*We have very little snow, but a lot of rain and fog.  
c. We don't have much fog, but it snows and rains very often.
5. a. I was in New York last winter, and it was much nicer than here.  
b. I stay in New York every winter.  
c. \*The winter isn't very nice in New York, either.
6. a. \*I like to ski, but it usually doesn't snow enough.  
b. We usually have enough snow for skiing.  
c. It snows enough, but I don't ski very often.
7. länger und schöner
8. am heißesten, am kältesten
9. ein längerer und heißerer
10. das größte und beste
11. am meisten, am wenigsten

[Unit 10]



12. bessere aber teurere
13. ein kleineres oder ein größeres
14. das wärmste und schönste

### Unit 11, What Would You Say? (Pages 255–57)

1. a. Where are you going this evening?  
b. \*Whom are you going out with this evening?  
c. Are you going to the movies this evening?
2. a. \*Have you had your new blue suit pressed?  
b. Do you want to have your new blue suit cleaned?  
c. First you'll have to have your uniform pressed.
3. a. Yes, could you please pick it up for me at the tailor's?  
b. Yes, all I have to do is pick it up at the laundry.  
c. \*Yes, I'm just going to the tailor's to pick it up.
4. a. I hope you're also going to the tailor's to have your shoes shined.  
b. I hope you'll get yourself shaved at the barber's, too.  
c. \*I hope you're also going to the barber's to get your hair cut.
5. a. Do you want to have your hair cut now?  
b. \*Good Lord, do I also have to get my hair cut?  
c. Would you like a haircut too, or shall I just shave you?
6. a. \*You sure do! You can't possibly go out with a pretty girl like that.  
b. You look good enough now, I think.  
c. Miss Lehmann sure is a very pretty young lady.
7. a. Wir werden uns die Schuhe putzen.  
b. Wir lassen uns die Schuhe putzen.  
c. Wir müssen uns die Schuhe putzen lassen.
8. a. Er wird sich die Haare schneiden.  
b. Er läßt sich die Haare schneiden.  
c. Er muß sich die Haare schneiden lassen.
9. a. Ich werde mich rasieren.  
b. Ich lasse mich rasieren.  
c. Ich muß mich rasieren lassen.
10. a. Herr Meyer wird sich waschen.  
b. Herr Meyer läßt sich waschen.  
c. Herr Meyer muß sich waschen lassen.
11. a. Ich werde meine Socken waschen.  
b. Ich lasse meine Socken waschen.

- c. Ich muß meine Socken waschen lassen.
- 12. a. Schneider wird seine Hose bügeln.
- b. Schneider läßt seine Hose bügeln.
- c. Schneider muß seine Hose bügeln lassen.
- 13. a. Ich werde meine Jacke etwas größer machen.
- b. Ich lasse meine Jacke etwas größer machen.
- c. Ich muß meine Jacke etwas größer machen lassen.
- 14. a. Herr Fischer wird seine Hose etwas kürzer machen.
- b. Herr Fischer läßt seine Hose etwas kürzer machen.
- c. Herr Fischer muß seine Hose etwas kürzer machen lassen.

## UNIT 12—REVIEW

### SECTION A—WHAT DO YOU KNOW IN GERMAN?

#### I

- F 1. You eat breakfast only in the living room.
- T 2. He takes ('brings') his shirts to the laundry to have them washed.
- F 3. You can have your suit pressed at the barber's.
- T 4. The gentleman goes to the barber's to get a shave.
- F 5. Most hotels have only one story.
- F 6. The Germans never eat cheese.
- T 7. We have more snow in the winter than in the fall.
- T 8. In the morning my brother goes into the bathroom and shaves.
- T 9. February is the shortest month of the whole year.
- T 10. The overcoat is too expensive for me; I can't afford it.

#### II

- T 11. Most rooms have four corners.
- F 12. My brother's bed is in front of the cathedral.
- F 13. The most expensive shoes are always blue.
- F 14. First he puts his shoes on and then his socks.
- T 15. I have my hair cut by the barber.
- F 16. Men always buy gray suits.
- T 17. In the evening the Germans usually just eat something cold.
- T 18. Some drink coffee with sugar and cream, others drink it black.
- T 19. In the summer it's usually warm.
- T 20. Lots of Americans like to eat cake.

[Unit 12]

### III

- T 21. A room *with* bath costs more than one *without* bath.  
F 22. This evening there's roast veal for (noon) dinner.  
F 23. He has his shoes shined at the tailor's.  
T 24. Overcoats are more expensive than shoes.  
T 25. These shoes don't fit me, they're too big.  
F 26. Most Americans drink hot tea for breakfast.  
T 27. He goes into the café and orders himself a glass of beer.  
T 28. A clerk (in a store) says: "What can I do for you?"  
T 29. Meyer says to the waiter: "The bill, please!"  
T 30. Young men like to go out with good-looking girls.

### IV

- F 31. You drink with salt and pepper.  
T 32. I get dressed every morning.  
F 33. He goes into the store to buy a boarding house.  
F 34. He goes into the restaurant and asks the waiter for a clean shirt.  
T 35. January always has 31 days.  
T 36. I eat lunch every day.  
F 37. The bed is hanging over the desk.  
F 38. I'm cold. I must take off my overcoat.  
F 39. You eat meat with a spoon.  
F 40. You drink wine out of a clean fork.

### V

- F 41. A tailor works in a restaurant, café, or hotel.  
F 42. You can't take a bath in a hotel.  
F 43. Women are usually bigger (*or* taller) than men.  
T 44. In America there is often soup for (evening) dinner.  
F 45. It always snows at night.  
F 46. A young man can't possibly go out with a young woman.  
F 47. My hair is too short; I'll have to have it cut.  
T 48. You can have dirty things washed in a laundry.  
F 49. In Germany you can't eat any potatoes.  
F 50. The streets in Berlin are blue.

### VI

- T 51. Forty-two suits cost more than twenty-four suits.  
F 52. This dirty wash looks very white.

- F 53. We only eat roast veal for breakfast.  
T 54. You can eat in a boarding house.  
T 55. Blue, gray, white, and brown are colors.  
T 56. Waiter, the menu, please! I'd like to eat something.  
T 57. We have more thunderstorms in the summer than in the winter.  
F 58. Waiter, please bring the lady a haircut.  
T 59. On the ground floor of a hotel there is often a restaurant.  
T 60. In the evening I get undressed and go to bed.

## VII

- F 61. Vegetables are often blue.  
F 62. I'd like to buy this suit; it doesn't fit me.  
F 63. He isn't thirsty; he'd like to drink some water.  
F 64. I'm always cold in the summer.  
F 65. The third (German 'second') story is under the second (German 'first').  
T 66. The weather's better today; it isn't raining any more.  
F 67. You put the chair on top of the desk.  
T 68. I don't know how much the shirt costs. I'll have to ask the clerk.  
F 69. He likes to drink meat.  
T 70. The nights are longest in the winter and shortest in the summer.

## VIII

- F 71. New York is smaller than Berlin.  
F 72. Ladies have their hair cut more often than gentlemen.  
F 73. Most rooms have eight windows.  
T 74. I'm not moving, I'm staying here.  
(Omit 74 on records: I'm not moving, I'm staying outside.)  
T 75. 600,000 and 400,000 is a million.  
T 76. A year never has more than twelve months.  
T 77. The gentleman orders the meal for the lady.  
F 78. You never eat sausage for (noon) dinner.  
F 79. In America they only go to the theater in the morning.  
F 80. My brother is going to come home yesterday.  
(Omit 80 on records: No brother will come home tomorrow.)

## SECTION B—How Would You Say It? (Pages 264–66)

### I

1. Ich möchte gern ein Zimmer für etwa sechzig Mark pro Monat leihen.
2. Zeigen Sie mir bitte eins der Zimmer im ersten Stock.

[Unit 12]

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3. Gehen Sie die Treppe hinauf und dann links.
4. Wollen Sie das Bild hier an die Wand hängen?
5. Hoffentlich hat das andere Zimmer ein besseres Bett.
6. Wann wollen Sie einziehen, heute oder morgen?
7. Die Wirtin wird Ihnen Ihr neues Zimmer zeigen.
8. Stellen Sie bitte den Stuhl vor den Schreibtisch.

## II

1. Ich muß in die Stadt gehen, um mir ein paar Sachen zu kaufen.
2. Wo kann ich ein gutes Warenhaus finden?
3. Guten Tag, der Herr. Womit kann ich Ihnen dienen?
4. Ich möchte gern ein Paar braune Schuhe kaufen, Größe vierzig.
5. Darf ich Ihnen diese Schuhe anprobieren?
6. Diese Schuhe passen Ihnen ausgezeichnet. Wie gefallen sie Ihnen?
7. Zeigen Sie mir bitte die anderen braunen da drüben.
8. Was darf ich Ihnen sonst (noch) zeigen?

## III

1. Herr Ober, bringen Sie bitte die Speisefarte!
2. Was darf ich den Herrschaften bringen?
3. Was darf ich für Sie bestellen?
4. Der Kalbsbraten schmeckt wunderbar.
5. Was trinken Sie lieber, Tee oder Kaffee?
6. Was möchten Sie lieber zum Nachttisch essen, Obst oder Kuchen?
7. Wie trinken Sie Ihren Kaffee, schwarz oder mit Sahne und Zucker?
8. Herr Ober, bitte zahlen!

## IV

1. Wie gefällt Ihnen das Wetter heute?
2. Mögen Sie gern Gewitter?
3. Gestern war wunderbares Wetter (or Gestern war das Wetter wunderbar), aber heute ist es nicht warm genug.
4. Was ist die schönste Jahreszeit in New York, der Sommer?
5. Nein, im Sommer ist es viel zu heiß und trocken.
6. Das Wetter ist am schönsten im Oktober.
7. Haben Sie im Winter mehr Schnee als wir? (Or Schneit es bei Ihnen im Winter mehr als bei uns?)
8. Nein, es ist feucht, und es regnet fürchtbar viel.

## V

1. Kennen Sie einen guten Schneider?
2. Ich gehe heute abend ins Theater, und ich muß (mir) meine Uniform bügeln lassen.
3. Wann fängt das Theater an, um halb neun?
4. Ja. Ich treffe mich mit Fräulein Meyer um acht (Uhr) vorm Cafe Rönig.
5. Erst will ich (mir) meine Schuhe putzen, baden und mich umziehen.
6. Dann muß ich (mir) nur noch meine sauberen Hemden bei der Wäscherei abholen.
7. Ich leihe Ihnen gern ein sauberes Hemd.
8. Also viel Vergnügen!

## SECTION D—How Would You Say It? (Cont.) (Pages 266–68)

### I

1. Ich kann mir diese Hemden nicht leisten. Sie (*or* Die) sind zu teuer.
2. Welchen Anzug wollen Sie anziehen, Ihren neuen blauen?
3. Der Friseur ist furchtbar. Er schneidet meine Haare vorne zu lang und hinten zu kurz.
4. Der Frühling ist die herrlichste Jahreszeit des ganzen Jahres.
5. Möchten Sie lieber unten im Wohnzimmer oder draußen im Garten sitzen?
6. Ich war letzten Juli in Chicago. Das Wetter war viel heißer als hier.
7. Wer wohnt im Zimmer nebenan?
8. Das Hemd paßt gar nicht zu Ihrem neuen Anzug.

### II

1. Wie finden Sie das Wetter hier in Deutschland?
2. Stellen Sie bitte das Salz und den Pfeffer auf den Tisch.
3. Ich werde diese Schuhe nicht kaufen.
4. Schneit es hier viel? Nein, wir haben sehr wenig Schnee.
5. Hoffentlich mache ich einen guten Eindruck auf ihn.
6. Was wünschen der Herr zu trinken?
7. Herr Ober, ich habe keine Serviette. Bringen Sie mir bitte eine!
8. Wieviel muß ich für einen wirklich guten Mantel ausgeben?

### III

1. Was für Hemden wünschen Sie, blaue, weiße oder graue?
2. Wo wollen wir heute zu Abend essen?

[Unit 12]

3. Ich mag Gewitter nicht gern; es donnert und blüzt so schrecklich.
4. Könnten Sie mir bitte eins der Schlafzimmer oben zeigen?
5. Wo ist der Papierkorb? Er steht unter dem Schreibtisch.
6. Wo kann ich meine Uniform reinigen und bügeln lassen?
7. Machen Sie bitte das Fenster auf. Mir ist fürchtbar heiß.
8. Herr Ober! Ein Sessel, bitte.

#### IV

1. Goffentlich ist heute abend schönes Wetter. Ich gehe mit Fräulein Müller aus.
2. Wie sieht Ihr neues Zimmer aus?
3. Könnten Sie bitte diesen Anzug etwas kürzer machen lassen?
4. Was essen Sie meistens zum Frühstück?
5. Nächsten März fahre ich nach Süddeutschland zum Schilaufen.
6. Ziehen Sie das schmutzige Hemd aus und ziehen Sie ein sauberes an!
7. Ich ziehe morgen in eine bessere Pension um.
8. Könnten Sie bitte zur Wäscherei gehen und meine Wäsche abholen?

#### V

1. Dieser Gut sieht besser aus als der andere.
2. Um Gottes willen, es ist schon halb acht! Ich muß mich umziehen.
3. Wollen Sie den Anzug von einem Schneider machen lassen?
4. In Norddeutschland gibt es im Winter (sehr) viel Regen und Nebel.
5. Sie brauchen mir nicht zu sagen, wo der Bahnhof ist. Ich weiß schon Bescheid.
6. Ich habe einen schrecklichen Hunger. Wir wollen jetzt essen.
7. Rasieren Sie sich jeden Morgen?
8. Wieviel kostet ein Zimmer mit Bad pro Tag?



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